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Abstract

This 1967-1968 revision of an academic plan that was approved in 1962 deals with the distinctive features of the University of California at Davis, its general objectives, and the plans for attaining stated goals. The introduction presents a brief historical background of the campus, including its distinctive features, growth, and problems. The next section presents a description of the campus' structure, the plans for its development, and projected instructional goals at undergraduate, graduate, professional, post-doctoral, and post-professional levels. This section also discusses the use of closed-circuit and taped television, language laboratories, the improvement and review of curricula, research, public service, faculty privileges and responsibilities, and the gifts and endowments program. The next 3 sections present the objectives and curricula of the Colleges of Agriculture, Engineering, and Letters and Science; these are followed by sections on the Schools of Administration, Law, Medicine, and Veterinary Medicine. Other parts of the plan are devoted to the Library, Graduate Division, organized research, student and alumni programs, physical facilities, and a "growth plan for enrollment and general campus teaching staff." The statistical supplement to this revised academic plan contains 55 tables and 2 graphs. Part I is devoted to projected data and Part II presents historical data which cover the academic years 1961-1962 through 1967-1968. (WM)

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DAVIS CAMPUS
University of California
THE ACADEMIC PLAN
Revised 1967 - 1968

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TABLE OF CONTENTS

INTRODUCTION -- 1

The Davis Academic Plan ------------------------------------ 1

The Davis Campus--Past and Present ------------------------ 2

Some Distinguishing Features of the Davis Campus ---------- 4

Agriculture --- 4

Biological Sciences --------------------------------------- 5

Proximity to Sacramento ----------------------------------- 6

The Growth of the College of Letters & Science ------------ 7

Professional Schools -------------------------------------- 8

The Growth of the Graduate Division ----------------------- 8

Problems -- 9

THE STRUCTURE AND FUNCTIONS OF THE UNIVERSITY AT DAVIS ----- 11

Introduction -- 11

The Teaching Function ------------------------------------- 13

Undergraduate --- 13

Graduate -- 14

Professional -- 14

Educational Television ------------------------------------ 15

Language Laboratories ------------------------------------- 16

Post-Doctoral and Post-Professional Studies --------------- 16

Continuing Improvement and Review of Curricula ------------ 16

Education --- 17

The Quarter System and Year-Round Operation --------------- 17

The Research Function ------------------------------------- 18

Research and Instruction ---------------------------- 20

Financing Research ---------------------------------- 21

Public Service -------------------------------------- 23

University Extension -------------------------------- 25

Agricultural Extension Service ---------------------- 27

Cultural Activities --------------------------------- 28

Faculty Privileges and Responsibilities ------------- 29

Gifts and Endowments Program ------------------------ 32

COLLEGE OF AGRICULTURE ------------------------------ 33

The College --- 33

Department of Agricultural Botany ------------------- 42

Department of Agricultural Economics ---------------- 43

Department of Agricultural Education ---------------- 45

Department of Agricultural Engineering -------------- 45

Department of Agricultural Zoology ------------------ 48

Department of Agronomy ------------------------------ 49

Department of Animal Husbandry ---------------------- 50

Department of Animal Physiology --------------------- 51

Department of Biochemistry and Biophysics ----------- 52

Department of Consumer Sciences --------------------- 52

Department of Entomology ---------------------------- 53

Department of Food Science and Technology ----------- 54

Department of Genetics ------------------------------ 55

Department of Home Economics ------------------------ 55

Department of Landscape Horticulture ---------------- 56

Department of Nematology ---------------------------- 57

Department of Nutrition ----------------------------- 58

Department of Plant Pathology 59

Department of Pomology 60

Department of Poultry Husbandry 60

Department of Soils and Plant Nutrition 61

Department of Vegetable Crops 62

Department of Viticulture and Enology 64

Department of Water Science and Engineering 65

COLLEGE OF ENGINEERING 67

The College 67

Department of Agricultural Engineering 70

Department of Applied Science 71

Department of Chemical Engineering 73

Department of Civil Engineering 75

Department of Electrical Engineering 77

Department of Mechanical Engineering 80

COLLEGE OF LETTERS AND SCIENCE 81

The College 81

Department of Anthropology (including Oriental Languages) 84

Department of Art 85

Department of Bacteriology 89

Department of Botany 91

Department of Chemistry 94

Department of Dramatic Art 95

Department of Economics 98

Department of Education 100

Department of English -------------------------------- 102

Department of French and Italian -------------------- 104

Department of Geography ----------------------------- 107

Department of Geology -------------------------------- 108

Department of German and Russian -------------------- 111

Department of History -------------------------------- 112

Department of Mathematics ---------------------------- 115

Department of Military Science ----------------------- 117

Department of Music ---------------------------------- 117

Department of Philosophy ----------------------------- 119

Department of Physical Education -------------------- 123

Department of Physics -------------------------------- 125

Department of Political Science ---------------------- 127

Department of Psychology ----------------------------- 129

Department of Rhetoric ------------------------------- 131

Department of Sociology ------------------------------ 133

Department of Spanish and Classics ------------------- 135

Department of Zoology -------------------------------- 136

SCHOOL OF ADMINISTRATION ---------------------------- 139

SCHOOL OF LAW -- 144

PROPOSED GRADUATE SCHOOL OF LIBRARIANSHIP ----------- 148

SCHOOL OF MEDICINE ---------------------------------- 150

The School --- 150

Proposed Health Sciences Schools ---------------------- 161

Nursing -- 161

Dentistry -- 164

Allied Health -- 166

SCHOOL OF VETERINARY MEDICINE ---------------------------- 168

The School -- 168

Department of Anatomy ------------------------------- 176

Department of Clinical Pathology -------------------- 178

Department of Clinical Sciences --------------------- 179

Department of Epidemiology and Preventive Medicine ---- 183

Department of Pathology ----------------------------- 190

Department of Physiological Sciences ---------------- 192

Department of Veterinary Microbiology --------------- 194

Veterinary Medical Teaching Hospital ---------------- 196

Radiobiology Laboratory ----------------------------- 197

GRADUATE DIVISION --------------------------------------- 199

LIBRARY --- 202

ORGANIZED RESEARCH -------------------------------------- 204

Introduction -- 204

Agricultural History Center ------------------------- 205

Agricultural History Museum ------------------------- 206

Agricultural Toxicology and Residue Research Laboratory -------------------------------------- 206

Computer Center ------------------------------------- 208

Crocker Nuclear Laboratory -------------------------- 210

Electron Microscope Laboratory ---------------------- 212

Food Protection and Toxicology Center --------------- 213

Institute of Governmental Affairs ------------------- 215

International Agricultural Institute ---------------- 217

Kearney Foundation Research ------------------------- 219

Laboratory for Research in Fine Arts and Museology ---- 220

The Institute of Ecology ---------------------------- 222

The National Center for Primate Biology -------------- 225

University Arboretum ---------------------------------- 228

GROWTH PLAN FOR ENROLLMENT AND GENERAL CAMPUS TEACHING STAFF -- 229

Enrollment -- 229

General Campus Growth Plan Faculty and Teaching Staff --- 230

PHYSICAL FACILITIES ----------------------------------- 235

Land Use -- 235

Capacity Space for Instruction and Research ------------ 236

STUDENT PROGRAMS AND FUNCTIONS ------------------------ 238

Objectives and Philosophy ----------------------------- 238

Honor Spirit -- 238

Service and Activities -------------------------------- 239

Administrative Student Participation ----------------- 239

Arts and Lectures ------------------------------------ 239

Health --- 239

Student Personnel Services --------------------------- 240

Housing -- 240

Recreation --- 241

Intercollegiate Athletics ---------------------------- 241

ALUMNI PROGRAMS AND FUNCTIONS ------------------------- 243

ACKNOWLEDGEMENTS -------------------------------------- 245

INTRODUCTION

The Davis Academic Plan

This Academic Plan for the University of California, Davis, to 1980, supplements the portion of the Universitywide Academic Plan dealing with the Davis campus. The Universitywide plan describes the role of the University within the framework of the Master Plan for Higher Education in California and charts the general future course for the University. The Davis Academic Plan, which is consistent with the general aims stated in the University plan, deals primarily with the distinctive features of the Davis campus, its general objectives and the plans for attaining these objectives.

This Plan, a revision of one approved by The Regents in July, 1962, has been developed by the Academic Planning Committee in cooperation with the faculty and has been reviewed by the deans of the colleges and schools, the Educational Policy Committee, the Committee on Budget and Interdepartmental Relations of the Davis Division of the Academic Senate, and the Chancellor. It is presented to the entire University community and to the general public, so that all may understand the goals and aims of the Davis campus.

This is not a static plan: as new circumstances and facts arise, it will be revised. Given the anticipated growth and change, it is imperative that our best vision be used to plan for the formidable challenges the campus faces in building for future students, research and service.

The Davis Campus--Past and Present

The Davis campus, originally known as the University Farm, was established by an act of the State Legislature in 1905. The enabling act directed that instruction in practice and theory of agriculture be offered, and that a field laboratory for the Agricultural Experiment Station be provided. This obligation has been met with distinction and to the benefit of the University, the State, the nation, and the world. In the fall of 1908 "short courses" in agricultural subjects were started. A three-year nondegree Farm School program to provide practical training in agriculture and university course work was first offered in January, 1909. This program was changed to a two-year nondegree program in January 1923. A four-year program of undergraduate study was started in the fall of 1922. Many distinguished members of the agricultural community in California and the West are graduates of these programs. In anticipation of the Master Plan for Higher Education in California, no new students were accepted in the two-year nondegree program after the fall semester of 1958.

Meanwhile, other developments had been gradually taking place. Practical instruction in the care and treatment of animals led to the establishment in 1946 of the School of Veterinary Medicine, which answered a long-standing need for professional education and research facilities in veterinary science in the State of California. Instruction in disciplines outside those customarily found in colleges of agriculture had, beginning in the early twenties, been provided by service departments, thus insuring a university-level education for

Davis students. These disciplines grew in strength and quality and provided the cornerstone on which the College of Letters and Science was established in 1951. A curriculum in engineering on the Davis campus, as part of the College of Engineering at Berkeley, was authorized by The Regents in 1958, and in June, 1962, a separate College of Engineering was established.

The Davis campus "came of age" when The Regents declared the University of California, Davis, a general campus of the University at their meeting in October, 1959. The Davis Graduate Division was established as a separate academic unit in the spring of 1961. Three new professional schools have been authorized by The Regents--a School of Law, which accepted its first class in the fall of 1966, a School of Medicine, scheduled to admit its initial first-year class in 1968, and a Graduate School of Administration.

The development of the Davis campus is being carefully planned to provide excellence in teaching, research, and service in each of its academic units. Strength in disciplines where it already exists will be augmented to achieve distinction; newer and less well-developed disciplines on the campus will be nurtured in order that they too will achieve academic excellence as the campus matures. New areas of endeavor will be carefully chosen in order that they may build from existing strengths and thus move quickly and surely to a level of quality commensurate with the highest University standards. Proliferation and dilution will be carefully avoided, though new experiments in teaching, organization of subject matter, and organization of academic programs will be strongly encouraged.

An atmosphere of friendliness and informality has been an important aspect of the Davis campus since its early days. Students, faculty, and administrators are confident that the "Hi Aggie" spirit will continue to prevail as the campus expands to its ultimate size. This spirit is being and will continue to be nurtured by developing on-campus housing facilities and programs, recreational areas and programs, and extra-curricular activities. These auxiliary programs are intended to provide a complete educational experience on what will continue to be, in essence, a residential campus.

Some Distinguishing Features of the Davis Campus

Agriculture--Davis is the major agricultural campus of the University. The College of Agriculture is one of the leading colleges of Agriculture in the world. Until 1959 Davis was essentially an agricultural college. It acquired a distinguished faculty and a renowned reputation as a seat of both teaching and research. Since 1959 the other colleges on the campus have grown much faster and the College of Agriculture no longer dominates numerically. At the same time, however, the agricultural teaching, research, and service activities have continued to grow in scope and excellence and this campus will continue to be the major center for University level teaching and research in agriculture in California.

During the past few years the faculty of the college have been concerning themselves to an increasing extent with the problems of changing needs of agricultural education in the last half of this century. Out of this concern with the objectives of teaching and research in the college have come some sweeping changes. There have been major reforms in the curriculum resulting in an almost complete revision of the teaching program. Out of the studies being currently conducted will come suggestions for the further reorganization of the college and change of name to a new title that will more appropriately describe the new role of the College.

Biological Sciences--One of the great resources of this campus is the large number of biologists on its staff. More than 45 faculty members in the College of Letters and Science are biologists. There are 20 more in those biological science departments of the College of Agriculture that deal primarily with basic science. In other departments of the College of Agriculture there are approximately 180 staff members trained in basic disciplines and working in such areas as olericulture, entomology, microbiology, animal husbandry and food production and preservation. The School of Veterinary Medicine has 70 biologists and the new Medical School will bring more. In addition to the regular academic staff there are other highly trained staff members, many with Ph.D. degrees, who work only in research in the College of Agriculture.

This strength and breadth of development in the biological sciences was a major reason for the selection of the Davis campus as the location of the National Center for Primate Biology. It has also been instrumental in attracting extramural funding for the Institute of Ecology and other organized research units.

The Departments of Genetics, Animal Physiology and Biochemistry reside in the College of Agriculture; the Departments of Zoology, Botany, and Bacteriology are in the College of Letters and Science.

Presently students who wish to complete a major in any of these departments enroll in the corresponding college, though steps are being taken to open majors in each area to students from either college. The teaching of the basic sciences in the School of Veterinary Medicine is largely carried on by members of that faculty although students are expected to meet their beginning requirements in the basic sciences before entering the School.

The growth in several colleges offers opportunities for interdisciplinary programs. There are at the same time dangers of fragmentation and overlapping courses which the campus is taking steps to avoid.

Proximity to Sacramento--The proximity of Davis to Sacramento has already led to mutually beneficial arrangements with many State agencies, such as the Department of Agriculture, Department of Water Resources, the Division of Forestry, and various Advisory Boards and commodity groups. Mutually advantageous relationships with planning agencies of the State government are developing as a result of frequent interchange.

As the State government grows and becomes more complex, it will have increasing need for competent advisers in formulating policies and programs and in collecting and analyzing information and statistics. The Institute of Governmental Affairs at Davis has clearly demonstrated one means of answering this need. The new Graduate School of Administration will also be able to assist the State government in planning and problem-solving and may aid the Sacramento area in developing its industrial potential. The research program of the

School of Law will unquestionably benefit from the proximity of the State government.

The population of metropolitan Sacramento is large enough to support an expanded cultural program on the Davis campus. The campus should be able to provide leadership in the cultural development of the Sacramento Valley. In order to do so, adequate facilities are being developed and future expansion is being planned.

The Growth of the College of Letters and Science--Until ten years ago the offerings of the letters and science departments were to a large extent service courses for agricultural students. A few departments, such as Chemistry, even when a part of the College of Agriculture, had graduate programs offering courses leading to the Ph.D. degree; others awarded Masters degrees but to very few students. When Davis became a general campus the College of Letters and Science began a period of almost explosive growth. In five years from 1961 to 1966 enrollment has increased from 1,755 FTE students to 6,809; the faculty has grown from 158 FTE to 382. This growth will continue. By 1976, when the campus is scheduled to reach its mature size, it is projected that there will be 8,500 FTE students in the college and 670 FTE regular faculty(excluding summer quarter).

In 1959 there were nineteen departments. Today there are twenty-six. Ph.D. programs are given in nearly all of these. Several of the departments have already established national reputations for excellence and others are on the verge of doing so. Maintaining and improving quality during this period of growth presents a serious challenge.

Professional Schools--The School of Veterinary Medicine was the first professional school to be established at Davis. The plan calls for the establishment of other schools before maturity is reached. In 1966 the new Law School accepted its first freshman class and the new School of Medicine began its intern program in Sacramento. The first regular class in the Medical School is scheduled to enter in the fall of 1968. A Graduate School of Administration has been approved but not yet funded; a committee of the faculty is already at work formulating general plans for the School as a guide to selection of a dean.

Evidence indicates that there is a need for another graduate School of Librarianship in Northern California. The proximity of Davis to the State Library and Archives in Sacramento makes this campus an attractive site for such a new school. In the fall of 1966 Dean Harlow of the Graduate School of Librianship, Rutgers University, who was a special consultant to the University to determine how and where the University should expand its work in Librarianship, visited the campus. His recommendations include the Davis campus as an excellent site for such a school.

The Growth of the Graduate Division--Davis has had its own graduate division since 1961. Prior to that graduate study was administered from Berkeley. In 1961, when the previous Academic Plan was prepared, there were only 847 graduate students at Davis and they formed 24% of the campus enrollment. It was predicted at that time that there would be 1,200 graduate students in 1965 and that by 1980 there would be 3,700 out of a total enrollment of 15,000. The actual total (averaged for the two semesters) in 1965-66 was 1,540 and it is now expected that, exclusive of students in the professional schools, there will by 1975 be 4,900 graduate students out of 15,000.

A particular feature of the graduate program at Davis is the existence of graduate groups. One example is the Genetics Group. The Department of Genetics offers only undergraduate degrees. The faculty of the department, however, are members in the genetics group together with interested professors from other departments. A graduate student wishing to specialize in genetics takes his degree under the auspices of the group, even though he may be housed in agronomy working with plants or in animal husbandry engaged in animal genetic research. The group system has enabled students to take programs of graduate study which cut across departmental lines and have been instrumental in encouraging interdisciplinary programs. It is expected that as the number of post baccalaureate students increases more graduate groups will be formed.

Problems--Growth brings problems. The increased enrollment brings a need for more faculty and more buildings. The difficulties in hiring enough new faculty are not just to maintain the quality of established departments but to attain a standard of excellence in the newly developing departments which will continue for some years. This has been difficult in a period of rapid growth in all of higher education, particularly when the competitiveness of the University salary structure has weakened.

At present, in certain areas such as the social sciences and the humanities, where the growth has been very rapid, the inability to attract top quality faculty in sufficient numbers does not make it possible to do much more than to merely keep pace with the existing workload. It is particularly hard to plan adequately or to develop new programs in a department when the problems of meeting day-to-day requirements use up all the facilities.

Difficulties remain to be resolved in the matter of salaries for holders of joint appointments in the new Medical School and the basic science departments of the other colleges. The crux of the matter is that the salaries - strict full-time - paid to faculty in the basic sciences in the Medical School will be considerably higher than those paid professors of the same rank and seniority in the other colleges. The academic desirability of joint development of basic sciences and cross appointments has so far been overshadowed by administrative problems that must be solved.

The whole area of interdisciplinary cooperation presents serious challenges. Committees are at work and progress is being made in breaking down some of the traditional barriers that have separated colleges, but much remains to be done.

The graduate programs, particularly the doctoral programs, will require a marked increase in support for students. The need for an increase in the number of fellowships and assistantships, and also in the number of waivers of out-of-state fees, for graduate students is already established and does not diminish as the graduate program grows.

With more students and more faculty members the general problems of communication among the members of the campus community increase. The leadership of the Academic Senate on the Davis campus is currently exploring among other things, possible ways and means of improving the dialogue between students and faculty. Attempts are being made to establish physical facilities at various locations on the campus where students and faculty can talk in a less formal atmosphere than in the classroom or the office. The Witter fund has also been of help in this regard.

The building program presents a continuing problem in attempting to keep pace with enrollment growth. It is clearly evident that present space and expected capital outlay funding have as much or more influence on the development and implementation of academic plans as any other single factor.

THE STRUCTURE AND FUNCTIONS OF THE UNIVERSITY AT DAVIS

Introduction

The University of California at Davis consists of a group of schools, colleges, and related organized research units, including laboratories, centers, and institutes, each developing toward its full potential. In carrying out its mission as a general campus of the University, the campus will cultivate its distinctive qualities previously mentioned and will strive for excellence in all academic disciplines essential to its development.

The general campus, exclusive of the professional schools in the health sciences, is projected to reach its ultimate average annual enrollment of 16,000 students in 1976. Of these about 10,000 will be undergraduates, and the 6,000 graduate students include those in law and administration. The numbers of lower and upper division students have been projected on the basis of 44 lower to 56 upper division students, but available evidence strongly suggests that this ratio will not be achievable. By 1983 the ultimate enrollment of 2,984 students will be reached in the health sciences, bringing the total campus enrollment to 18,984.

Ultimately the undergraduate student body will exceed by 60 per cent that realized in the fall semester of 1965. Graduate student enrollment will increase more than fourfold, reaching the ultimate enrollment of 6,000 in 1975. The ultimate enrollment of 2,984 in the health sciences, to be reached in 1983, will be about ten times that of 1965. The large and relatively fast growth in nonprofessional graduate instruction can be achieved only with adequate financial support for individual departments and by the appointment of a number of distinguished faculty members at tenure ranks.

The large growth scheduled for the health sciences will require a carefully selected nucleus of educators for each new professional graduate program. The Davis campus expects to successfully accomplish huge expansion in this area perhaps with less stress than other institutions because of its eminence in the biological sciences, including veterinary medicine. Proximity to the State Capital will stimulate rapid expansion in those areas of the social sciences that relate to government.

"The College of Agriculture at Davis will continue to be the University's major center for research and teaching in agriculture..." (Regents' Policy Statement, October 23, 1959).

The plan proposed here is a projection into the future based on present circumstances. It may, therefore, appear to be fixed and inflexible. It should be understood, however, that all plans for future development must be under constant scrutiny and are subject to revision as the need occurs.

The Teaching Function

Undergraduate and graduate instruction will continue to be the primary functions of this campus, as is provided for in the *Master Plan for Higher Education in California*. Increased emphasis is being placed on the teaching function in evaluating faculty performance, in planning new facilities, and in expenditure of funds allocated to the campus for operating purposes.

Undergraduate--Education of the undergraduate student will remain a first consideration, and the magnitude of the task is indicated in the tables of planned enrollment. About 60 per cent of the students, except for those in the health sciences, will be undergraduates when the general campus is fully developed. A full range of undergraduate instruction will be offered in agriculture, the arts and humanities, the natural and social sciences, and engineering. It is expected that the honors instructional program will be extended to many subject areas and that undergraduate seminars (not limited to upper division courses) will be offered. The Education Abroad Program will be continued as a means of enriching the undergraduate program. Experimentation with different forms of course instruction and organization will be encouraged in constant search of improved undergraduate instruction for the students.

Graduate--Graduate instruction is offered in the arts, humanities, many of the natural and social sciences (including those related to agriculture and agricultural business and management), engineering, the professions of teaching and veterinary medicine. To meet the ever-increasing demand for graduate instruction, the present programs will be expanded and new ones introduced. The new professional curricula will emphasize knowledge of the basic disciplines, scholarship, and research. Except for the health sciences, a bachelor's degree will be required for admission to the programs.

Professional--Mention has already been made of the professional schools. Instruction for the Bachelor of Laws degree, a graduate program, began in the fall of 1966. The Graduate School of Administration and the proposed School of Library Science will begin instruction in a few years. In the Health Sciences, enrollment in the veterinary medicine program was increased in the fall of 1965 and is scheduled to reach its ultimate size in 1975. Graduate enrollment in the basic sciences and in postgraduate training is also increasing. Graduate instruction for the Doctor of Medicine will be offered in 1968, with appropriate courses of study for the Ph.D. in the basic sciences related to medicine to be offered shortly thereafter. Instruction in nursing and in the related health sciences will begin in the next few years.

Plans for a School of Medicine include a program in public health and preventive medicine, perhaps with emphasis on the interplay between the diseases of lower animals and man. Few campuses in the world can offer equivalent opportunity for teaching and research in this important field. Research units in environmental health will concern themselves not only with the individual's reactions to environment but also with the effect of environmental changes on family structure and mental health.

Educational Television--Recent experience on this campus indicates that instruction in some types of classes can be improved by using closed-circuit and taped television. It is also becoming apparent that television can increase the effectiveness of classroom utilization in many situations. Television is a relatively new tool in higher education and further experimentation is required, but it has already been successful in the teaching program in the School of Veterinary Medicine and in certain other fields. Its use will be encouraged in other disciplines, always with the intent of increasing the effectiveness of instructors, not of replacing them.

Two main television units are now in use and a third is planned. One of the present units involves two studios and associated rooms in Olson Hall. It is used for classes with large enrollments, such as biology, sociology, and anthropology.

The second is a portable television unit that can be used in any location, on or off the campus. One of its uses is in recording student-teacher performance in public schools for later review and critique. It is also used for special laboratory demonstrations recorded before classes meet, for dramatic art presentations, and for special agricultural programs of the Experiment Station.

A third television unit will be located in the health sciences complex for use by the School of Veterinary Medicine and the School of

Medicine. It will be used largely in such courses as radiology, surgery, anatomy, physiology, and pathology. Video taping of all radiographs will very likely become commonplace.

Language Laboratories--Instruction in foreign languages depends heavily on the language laboratories in which teaching machines are used. Similar means of teaching may become useful in other disciplines, but they will not be adopted in any field of study until it is clearly demonstrated that they add to the quality of the education offered.

Post-Doctoral and Post-Professional Studies--As enrollment increases, especially at the graduate level, a growing number of scholars with recent doctoral degrees will wish to extend their training by doing research in cooperation with faculty members. The accelerating growth of knowledge impels mature scholars and members of the professions who have been out of the University for some time to return for further study. Many of them can, like the younger scholars, make substantial contributions to the teaching and research programs on campus. Because of the opportunity for mutual benefits, an effort will be made to provide space and funds for postgraduate scholars. From the modest number of 48.5 full time equivalent post-doctoral scholars on the campus in 1964-65, it is expected that the number will approach 250 at campus maturity in 1976.

Continuing Improvement and Review of Curricula--The faculties of the several colleges and schools revised their course offerings and curricula on conversion to the quarter system in the fall of 1966. The College of Letters and Science began an intensive review of its instructional program during 1965-66. The College of Agriculture has accomplished extensive revision of its curricula, majors, and courses. In 1963-64, thirteen curricula in agriculture with 43 majors were offered. In the fall of 1966 a streamlined program of eight curricula with 22 majors was introduced. Undergraduate instruction has been strengthened by including more instruction in the biological sciences and basic disciplines necessary to the science of agriculture. The curricula have also been strengthened in the areas of business management, economics, and the social sciences.

Education--The needs of the State for improved instruction in the public schools are being met by the cooperative efforts of faculty from subject-matter departments, the Education Department, the Agricultural Education Department, professional educators from the State Department of Education, and public school personnel. The University subject-matter departments are taking an active part in providing curricula for teaching majors and minors, as well as in making available the means of obtaining a liberal undergraduate education.

The Quarter System and Year-Round Operation--In the fall of 1966 all the campuses of the University changed to the quarter system, with the first summer quarter scheduled for Berkeley in 1967. The Davis campus will continue its Summer Session program at least until 1969 when a summer quarter will be introduced as part of the year-round operation.

Under the quarter system at Davis, academic credit units continue to be assigned to the courses of instruction. The existing minimum of one scheduled teaching hour per week for each unit of credit has been retained in undergraduate lecture and recitation courses, though deviations may be justified as other forms of instruction are developed. While the number of units required for graduation varies among the colleges and schools, 180 units is the minimum for the bachelor's degree. Undergraduate courses vary in unit value from one to six units, with the majority being three, four, and five units. In the College of Letters and Science the normal student course load is four courses per quarter, especially during the first two years.

About three-quarters of the undergraduate courses in the College of Letters and Science carry four or five units; the majority carry four. In the College of Agriculture approximately three-fifths of the undergraduate offerings are three-unit courses and one-fourth are four- and five-unit courses. The College of Engineering retained essentially the three-unit course structure. Courses in the School of Veterinary Medicine are about equally divided over the range of from one to five units, and the new School of Law will offer predominantly three-unit courses.

Curricula are being studied and revised in all colleges. Revisions have been most extensive in agriculture, veterinary medicine, and engineering. Revisions in the College of Letters and Science are currently under study.

The Research Function

Since the Middle Ages, universities have been dedicated to preserving accumulated knowledge, extending the limits of knowledge through research, and transferring knowledge to scholars and the world through teaching, books, and other means of communication, old and new. No center of learning remains a viable intellectual force without the stimulation of new concepts gained from research. The creative role of research in constantly pushing back the boundaries of the unknown is essential both to the growth of the individual and to the continuing advancement of that larger community of scholars which is the University.

The other two aspects of the University, however--teaching and public service--are equally important. Each complements the others. The great centers of research activity attract the outstanding scholars and the most ambitious students. Students are encouraged to extend themselves to their utmost by superior teaching. Unless superior teaching steadily replenishes the academic community with the youthful and inquiring minds which are needed to maintain the cycle, stagnation results.

Research has always been the cornerstone on which the public service function of a university rests. All progress stems from probings into the unknown. The hope for a better world, for release from pain or poverty, or for a solution to the problem of feeding an expanding population finds root in the new discoveries and insights that are the offspring of fundamental research. More directly recognizable as public service are the results of so-called applied research, which serve the pressing and practical needs of society and the State. The latter may seem to provide more direct or immediate benefits to the community, but without the exploratory probings of the one, the practical applications of the other would be impossible. Both kinds of research are closely related and are essential parts of the University's work.

Research and Instruction--Experience in research is vital to the personal development of a scholar. He learns to take nothing on faith, to question his sources of information, to recognize that truth is a variable even as he seeks an absolute, that truth is complex rather than simple, and that human vanity or an individual's point of view can color the interpretation of truth. Teaching is a highly efficient means of transmitting the results of research to successive generations of students. Research and teaching are therefore equally essential to the aims of a university education.

The University has obligations toward both the pursuit of knowledge and the communication of that knowledge to its students. The two functions should be held in balance; indeed, should one be favored over the other, the University would lose some of its vitality. Research is an integral part of the University's normal programs and a recognized objective of the institution. It should be so formulated and conducted that graduate and advanced undergraduate students have full opportunity to enjoy the intellectual development and stimulation it provides. In this context it is doubtful that classified research, which does not permit full discussion of its conduct and free dissemination of results, has any value to the academic society.

The health of the scholarly community requires that sponsored research does not interfere with the individual's freedom to follow his own investigations. It is freedom to move along unpromising paths and to perform seemingly impractical experiments that very often distinguishes the university research worker from his counterparts in industrial or government laboratories. Moreover, programs of federal or

State agencies should not become so closely tied to the University as to monopolize facilities or faculty capabilities, or to entice the faculty from its instructional mission. Furthermore, excessive commitment to sponsored research may tend to channel attention and effort too narrowly, and the student's education depends on his being exposed to many branches of learning related to his chosen field.

Financing Research--Funds supporting University research programs come primarily from four sources: The State, the federal government, private gifts, and foundations. State appropriations and foundation grants and gifts are the primary sources of general research support for major segments of the campus. Federal and industry grants and contracts currently are restricted largely to the physical and biomedical sciences, agriculture, and engineering.

The interest of the federal government and industry in sponsoring research, stimulated by World War II and the uncertain political climate prevailing during the postwar years, has transformed the research functions of higher education to a remarkable degree. Research has, of course, always been of major importance on a university campus, but the vastly increased number of sponsored scientific and technological projects in recent years has created many legal, management, personnel, and even philosophical problems for university administrators.

Increasingly stringent agency regulations, particularly with regard to the segregation of direct and indirect costs, are imposing greater management responsibilities on the institution that accepts agency funds. Hence, close coordination between the principal investigator, the various campus offices, and the service agencies is of paramount importance in meeting the obligations imposed by the sponsors and protecting the best interests of the University.

It is also important to ensure that other functions of the campus are not impeded by the acceptance of sponsored research. For example, integrating research space requirements into available campus facilities must not interfere with teaching or unsponsored research. Even though extramural funds may be provided for space or remodelling, the principal investigator and the dean of his college or school are obligated to see that space requirements are clearly stated and can be met without infringing on other equally worthy research or on teaching.

The costs of much research have risen so astronomically that the State and federal governments (particularly the latter) have become the natural, and often the only, source of funds. This financial assistance has been both welcomed and decried by various segments of the academic community, but few would deny the more obvious benefits: augmenting university budgets, maintaining essential research and teaching activities, attracting top scholars and students, procuring essential equipment and buildings, and, perhaps most important, the expanding graduate teaching programs, particularly in the sciences and engineering. The imbalance between these heavily supported research areas and those less well endowed areas which are to be found, for example, among the liberal arts disciplines demands imaginative action on the part of University administration to ensure a balanced university program.

The ready availability of research support in some fields has undoubtedly tended to draw the teacher away from his classroom, and particularly from his undergraduate students. The common university practice of evaluating a man's scholarly abilities primarily by his research accomplishments has reinforced this tendency. It would be erroneous, however, to assign to the funding agencies full blame for a process which has been going on for some time; the decline of the prestige of undergraduate teaching is not a recent development. The Davis campus is dedicated to raising the status of the teaching function at all levels.

The tremendous expansion in facilities and programs envisaged under the University's major capital improvement plan makes plain the need for full utilization of outside sources of financial support. The University has in the past depended primarily on State funds for its building programs. While this policy will probably prevail during the next several years, the planned physical growth of the Davis campus demands constant search for extramural support.

Public Service

Founded to serve primarily the rural population of California, the Davis campus carried out this function through more than half a century. In addition to those who came to Davis as students, thousands of growers, ranchers, and others in the agricultural industry have visited the campus each year to take part in the many field days and conferences and to consult individually with members of the staff. While these activities continue to attract thousands to the campus each year, many others now come to attend meetings in the sciences, engineering, regional planning, and the arts. Still more visitors are attracted by the plays, concerts, lectures, and other activities.

Faculty members contribute to public service on a national and an international scale as well as locally. They participate in scholarly and technological meetings, and are invited to act as consultants on problems all over the world. Because of such activities, visitors are attracted from nearly every land. Recently the International Agricultural Center was formed which includes a proposal for an International Agricultural Service Faculty. Several Peace Corps groups have been trained on the campus. Locally, faculty and staff members hold office in municipal government, serve on school boards, and work with committees devoted to community welfare and planning.

The University library is an important source of information for both California residents and others. It is one of the major libraries in Northern California and, in certain subjects, the most extensive.

The campus itself performs a public service; it is often regarded by the community as one vast park. Many a young boy catches his first fish in Putah Creek or hikes as a Boy Scout along its banks. Vast improvements in the creek and its environs are scheduled for the next two years beginning in the summer of 1967. Youngsters of all ages find the animals on the farm a source of constant amusement and fascination. For years the University swimming pool was the only community pool in Davis. The new recreational pool will be open each summer for University student and employee families. Other recreational facilities are available to the general public when not in use by students.

Davis students conduct a variety of service activities off campus. Cal Aggie Camp and a Study Center program for underprivileged children are two of the most important. Living groups sponsor Christmas parties and other activities for these children. Picnic Day, 4-H Leadership Conference, Girls' State, Judging Day for the Future Farmers of America, and Preview Day bring tens of thousands of visitors to the campus. Each of these programs is completely planned, organized, and staged by Davis students.

The staff and students at Davis are proud of their record of public service and plan to continue playing their part in all aspects of it, changing and expanding their activities as need and opportunity arise.

University Extension--The aims of University Extension--a largely self-supporting unit within the University--have been defined as follows: (1) The intellectual and useful development of adults; (2) the dissemination of new knowledge resulting from teaching and research activities within the University; (3) the continuing education of scientific, technical, and professional personnel; (4) the development of special educational programs for public and private organizations and agencies; and (5) public affairs education through programs designed to aid adults in meeting their responsibilities as citizens.

The work is carried on through the formal and informal classes, conferences, workshops, institutes, organized both on and off the campus. The instructional staff includes regular faculty members, employed on an "overload" extra compensation basis, and other qualified professional teachers and lecturers.

Several significant changes taking place within the University of California Extension may profoundly affect its relation to the individual campuses. In a move toward decentralizing the Extension program, directors have been appointed for eight of the nine University campuses, and each campus has been assigned a geographical service area. Davis has responsibility for a 29-county region in the North Central Valley. Supplementing this action, Academic Senate divisional committees on University Extension were created for each campus to bring Extension closer to the academic departments and the faculty.

A major transformation is taking place in the University's "public service" role as a provider of educational opportunities for adults through University Extension. Adult education was originally conceived as a reasonable approximation of the University's regular academic program for students who could not, for one reason or another, enroll in one of the regular degree curricula. The need for a program of this kind has been reduced as junior and state colleges have arisen, but limited activity in this area will be continued as needed.

On the other hand, because the current explosion of scientific and technical knowledge renders much of the education and training of university graduates obsolete within a decade or less after graduation, the University faces the necessity of providing for their continuing education. Programs, especially for those in agriculture, education, engineering, law, public administration, and social work are being offered. Some are given without credit, some carry professional credit, and for others certificates of completion are awarded.

The acceptance of this growing responsibility for continuing education must also be reflected in the academic and physical planning for each campus. Hence, a center for continuing education on the Davis campus will be required to provide self-sustaining facilities for the increasing number of institutes, conferences, and short courses or work shops for professional people, not only in the fields enumerated above, but soon to be needed also in medical sciences and others. Since existing and proposed facilities will not accommodate such an enlarged program, new and separate facilities are being planned, to be developed with private support. The Davis campus is moving ahead rapidly to fulfill this new dimension in higher education so vital to the continued economic and cultural growth of Northern California.

Agricultural Extension Service--The California Agricultural Extension Service is the Universitywide off-campus educational and developmental arm of the University of California Division of Agricultural Sciences and the U.S. Department of Agriculture. With its central administration located in the Universitywide headquarters in Berkeley, educational and research work is regularly conducted in 56 of the 58 California counties served by 53 Agricultural Extension offices, most of them situated in the county seats. Most of the subject matter specialists are attached to the Davis campus.

Programs of the Agricultural Extension Service deal with the production, processing, distribution, and marketing of agricultural products, and with family and consumer sciences, community and economic development, environmental resource management, and 4-H club work. The specialists of the Agricultural Extension Service constitute the link between the campus-centered agricultural research staff and the working agriculturist who applies the results of research in specific localities. Because of their technical and professional competence, the specialists are also being called into worldwide service to aid developing nations.

Agricultural Extension work is integrated with the programs of twenty-two related academic departments, and it will be further developed and broadened because The Regents of the University of California have designated Davis as the major campus for agriculture and family and consumer sciences.

Long-range plans of the Universitywide Division of Agricultural Sciences call for the relocation from other campuses and centralization at Davis of the Agricultural Extension program in family and consumer sciences, the statewide 4-H Club administration, and certain other public service functions.

Cultural Activities--More and more people visit the Davis campus each year. In 1965-66 nearly 4,000 persons attended 26 free events, and 20,560 attended 58 paid-admission events presented by the campus Committee for Arts and Lectures. In addition, concerts, plays, and lectures presented by the departments of Music, Dramatic Art and Speech, and others, drew large audiences. Art exhibits, though not displayed under the most desirable circumstances, attracted many viewers. Student events for the public, such as concerts, classic films, discussions and lectures, bring still more visitors. The various University Extension lecture series and special events are important cultural activities of the campus.

The campus strives to make an important contribution to the cultural activities of the area by presenting events not otherwise possible, such as performances of rare or new musical works, or classic or avant-garde plays seldom attractive to commercial theatre.

Large audiences come to the campus in spite of accommodations that are less than ideal. The Department of Dramatic Art and Speech has for several years presented its plays in a converted dining hall (East Hall Studio Theater). The Wyatt Pavilion Theatre has been a welcome addition, but its seating capacity is limited. The new Fine Arts complex with its teaching theater provides additional opportunity for staging productions for limited audiences. Freeborn Hall, on the other hand, is too large for solo artists and small ensembles, and has only meager facilities for staging plays. A concert hall for general campus use is not included in present plans, but an effort to correct this situation will be made and assistance of The Regents may be requested for funding the construction.

Faculty Privileges and Responsibilities

The privileges extended to each member of the faculty and the responsibilities expected of him are equalled by few universities in the United States. The Academic Senate, comprising the faculty, was empowered by The Regents to determine its membership within broad limits and to organize as it sees fit in order to perform such duties as are delegated to it by The Regents. These include, among others, the establishment of requirements for admission and for degrees, and the authorization and supervision of courses of instruction. Committees to advise the Chancellor on budget, educational policy, academic personnel matters, and other aspects of campus administration are provided for in the Senate organization. Thus, the faculty has broad powers to control the academic development of the campus, and has the opportunity and responsibility to generate imaginative innovations in educational policy, research, and administration. The ultimate accomplishments within the system are, therefore, very largely dependent on the extent and quality of faculty participation. Dedicated service on committees, whether of the Academic Senate, campus administration, college, or department, is essential for the planning, development, and operation of the Davis campus.

Faculty members in the University of California have an almost unmatched opportunity to pursue their research interests in a distinguished academic setting with the constant encouragement of their colleagues. The academic climate, enhanced by a select group of graduate and undergraduate students, is truly conducive to the joint pursuit of knowledge by students and faculty.

The research accomplishments of faculty members have contributed greatly to the reputation of this University. The continuing efforts of the faculty to seek answers to questions largely of their own choice, stimulated by an environment highly favorable to indpendent study, will enhance this reputation. Many members of the faculty have gained national and international reputations in their chosen fields: these are precisely the kind of scholars the Davis campus seeks to assemble. Because the University provides such a favorable climate for research, each faculty member must conscientiously guard against its use as a means to personal ends.

An attempt is made in the University of California to keep teaching loads at a level where the individual can carry a significant research program without neglecting the equally important pursuit of teaching. Occasionally scholars identify themselves primarily with their profession or field rather than with their campus, whereas others successfully achieve a balance between attainment in research and a keen interest in the classroom, the campus, and the community. It is the latter group that provides the foundation on which this campus is built.

The principal objective of the Davis campus is to develop educated and thinking students. Only students of high caliber are admitted to the University, and they deserve the best the faculty can give them, both in and out of the classroom. Each faculty member is responsible for meeting this commitment in a manner best suited to his capabilities. Expanded opportunities for student-faculty association outside the classroom are being provided through student-faculty lounge areas in classroom buildings funded from non-State sources, living group visitations, and a variety of programs. Students should have access to the individual faculty member during his regular office hours without prior appointment.

Informal exchange by students and faculty outside the classroom has been found most rewarding by both. Such exchange is most easily accomplished on a residential campus, and although Davis is not altogether a residential campus, it has many of the important attributes of one. The intellectual, cultural, and social life of the students does center on the campus so that the faculty member has the opportunity to become involved in University life and to contribute extensively to it. To many faculty members, the opportunity to participate in panel discussions, speak before living groups, moderate controversial issues, and advise student groups in nonclassroom activities is a challenge. Such activities contribute significantly to the student's intellectual growth. They are, however, demanding on the faculty member who must allocate his time and energies within the limits of his capabilities. His teaching, research, and service contributions are all important to his academic advancement.

Gifts and Endowments Program

The gifts and endowments program is organized to develop support for educational goals that are outside the area of state and federal financing. The assistance given by alumni, friends, foundations, corporations, and associations for the Davis campus provides a margin of excellence that is necessary to make a good university a great one. In 1965-66 over $2,700,000 was received from the community, students, alumni, industry, friends, faculty, and others for support of activities on the Davis campus.

The Gifts and Endowments Officer serves as a coordinator between the University and private corporations and individuals. His concern is with the development, long-range planning and administration of gifts. An expanded role for the Gifts Office is projected for the future, with a full-fledged campus development program including a capital campaign focusing initially on a center for continuing education.

COLLEGE OF AGRICULTURE

The College

The objectives of the College of Agriculture are strongly oriented to biological sciences, to aid in developing renewable natural resources (soil, water, plants, and animals), and to assist in improving the production, processing, distribution, and utilization of food, fibre and other agricultural products through education and research. The closely associated Agricultural Experiment Station organizes the research programs. Agricultural Extension Service advises the public engaged in agriculturally related pursuits. The future organization of agriculture is under constant study.

While the collective effort is oriented to the objectives named above, the College is composed of mission-oriented and discipline-oriented departments. Within the mission-oriented departments a wide range of research is carried on, some of which is more discipline-oriented than mission-oriented. The discipline-oriented departments direct their attention primarily to teaching and fundamental research, and greatly contribute to the biological development on the campus.

During 1964-65 a plan was evolved to revise extensively and strengthen the teaching program. Part of the plan was put in effect during 1965-66, with the major portion implemented in 1966-67. The revised curricula and majors are as follows:

CURRICULUM IN AGRICULTURAL SCIENCE AND MANAGEMENT
    Major in Agricultural Science and Management

CURRICULUM IN AGRICULTURAL ECONOMICS AND BUSINESS MANAGEMENT
    Majors in Agricultural Economics, Agricultural Business Management

CURRICULUM IN CONSUMER AND FAMILY SCIENCES
    Majors in Child Development, Design, Nutrition and Dietetics, Foods, Home Economics, Textile Science

CURRICULUM IN FOOD SCIENCE
    Major in Food Science

CURRICULUM IN SOIL AND WATER SCIENCE
    Major in Soil and Water Science

CURRICULUM IN AGRICULTURAL BIOSCIENCES
    Majors in Animal Sciences, Plant Science, Entomology, Range Management, Plant Protection

CURRICULUM IN AGRICULTURAL EDUCATION AND DEVELOPMENT
    Majors in Agricultural Education, International Agricultural Development

PREPROFESSIONAL CURRICULA
    Majors in Preagricultural Science and Management, Preforestry, Preveterinary Medicine

Because departments in the College have primary responsibility to research, the majors are interdisciplinary. Faculty members from the departments also participate in the teaching programs of the College of Letters and Science and the College of Engineering. The course offerings of several departments that have mutual curricular interests are being integrated or combined. Interdepartmental and interdisciplinary courses in animal sciences, plant sciences, and the area of family and consumer sciences are now offered. Normally, such courses will be listed in the General Catalog under the disciplines rather than departments.

The faculty of the College participates in the following graduate majors:

Agricultural Chemistry-Ph.D.
Agricultural Economics-M.S., Ph.D.
Agricultural Education-M.S.
Agricultural Science and Management-M.S.
Agronomy-M.S.
Animal Husbandry-M.S.
Animal Physiology-M.S., Ph.D.
Biophysics-Ph.D.
Botany-M.S., Ph.D.
Comparative Biochemistry-M.S., Ph.D.
Endocrinology-Ph.D.
Entomology-M.S., Ph.D.
Food Science-M.S.
Genetics-M.S., Ph.D.
Home Economics-M.S.
Horticulture-M.S.
International Agricultural Development-M.S.
Irrigation-M.S.
Microbiology-M.S., Ph.D.
Nutrition-M.S., Ph.D.
Plant Pathology-M.S., Ph.D.
Plant Physiology-M.S., Ph.D.
Poultry Science-M.S.
Range Management-M.S.
Soil Science-M.S., Ph.D.
Vegetable Crops-M.S.

Objectives of the Undergraduate Teaching Programs

CURRICULUM IN AGRICULTURAL SCIENCE AND MANAGEMENT--Students in this curriculum are prepared for employment and leadership in various agricultural industries and activities involving renewable natural resources. Broad training in some technical aspect of agriculture (Animal Science, Food Technology, Plant Science or Resource Technology) is combined with the principles of economics and management essential for positions in production, processing, and marketing.

Upon completing a three year preprofessional course, students select one of the following programs according to their individual interests and objectives:

A. The B.S. program, which requires one year of study beyond the preprofessional requirements and is directed toward agricultural production;

B. The M.S. program, which requires two additional years and provides specialization in the economics of agricultural management and in a technical field of agricultural science.

CURRICULUM IN AGRICULTURAL ECONOMICS AND BUSINESS MANAGEMENT--Agricultural Economics: Students in this curriculum are trained in the economics of agricultural production, marketing, resource development, use, and management, and price and policy determination. Agricultural Business Management: This major provides for training in the management aspects of agricultural business, with emphasis on decision-making functions, management controls, personnel policies, and procurement and marketing methods.

CURRICULUM IN CONSUMER AND FAMILY SCIENCES--Many professions related to family and community service are available to graduates of this curriculum.

Students whose interests are in the sociological and developmental needs of people may enroll in this curriculum to prepare for rewarding careers as specialists in child development, teaching, housing, nutrition and dietetics, textile science, foods, and consumer economics.

CURRICULUM IN FOOD SCIENCE--Students in this curriculum may specialize in the applied and theoretical aspects of food processing and preservation and prepare for supervisory, technical, sales development, and executive positions in industry. Specialization includes processing and quality control of milk, animal products, fruits and vegetables, fermented beverages; it also provides preparation for graduate study.

CURRICULUM IN SOIL AND WATER SCIENCE--Fundamental training is provided in the natural and physical sciences and in the principles of soil and water management. Instruction in surface and groundwater supply, soil fertility and irrigation management, water quality and pollution, soil salinity and reclamation, land preparation and irrigation methods, land classification and use, water-soil-plant relationships, and water rights is included in this curriculum.

CURRICULUM IN AGRICULTURAL BIOSCIENCES--The curriculum is based upon the application of principles of biology to agriculture. Undergraduates may select one of the majors and may further specialize in animal or poultry husbandry, animal physiology, agronomy, entomology, pomology, plant pathology, viticulture, vegetable crops, landscape horticulture, floriculture, or park administration. The curriculum provides an excellent base for graduate study in such specialties as animal nutrition, physiology and genetics, plant physiology, plant pathology, breeding and nutrition, agricultural chemistry, biochemistry, entomology, genetics, nematology, and weed science.

CURRICULUM IN AGRICULTURAL EDUCATION AND DEVELOPMENT--Students in this curriculum may prepare for teaching in high school or in junior college, or for employment in adult education (both in this country and abroad) and may then undertake graduate study leading to a teaching credential in agriculture or to an advanced degree.

The major in International Agricultural Development fosters education in the problems, principles, and methodology for developing agriculture and related industries in the United States and foreign countries. The major is directed toward the needs of both domestic and foreign students.

CURRICULUM IN PREPROFESSIONAL STUDY--Students majoring in Preagricultural Science and Management who elect to complete the Master of Science professional program receive three years of preprofessional training. The Preforestry and Preveterinary Medicine students are prepared for admission to the respective professional schools.

Division of Agricultural Practices

Students in the curricula and majors described above can gain experience in applying basic principles and practices of crop and livestock production by taking supplementary work in this Division. The program, initiated in 1948 as the result of a grant to the University by the late Fred H. Bixby, is conducted--without credit toward any degree program--during the regular academic year and during summer vacation. Students electing to participate in the summer program are employed by cooperating farmers, ranchers, veterinarians, food processors and distributors, research laboratories, wildlife and conservation agencies. In addition to the wages they earn, they have an opportunity to observe and raise questions on the interaction of forces and factors influencing management decisions.

With an anticipated increase in the percentage of students in the College of Agriculture who are from urban areas and consequently lack agricultural experience, the counseling and placement activities conducted by the Division are likely to become increasingly important. An intensive re-examination of the objectives and functions of the Division of Agricultural Practices will enable it to meet more effectively the needs of the student in the College of Agriculture.

Agriculture and Biology

Much of the teaching and research in the College of Agriculture embraces biology. Thus, a majority of the College staff, as well as a substantial proportion of the faculty of the College of Letters and Science and the School of Veterinary Medicine, share a common training and research interest in biology. As instruction in various aspects of fundamental biological sciences is offered in many departments in the several colleges, there is a very real opportunity for a coordinated intercollege effort in both teaching and research which is being strongly encouraged. Staff members in disciplines involving applied biology will also be encouraged to take a part in this cooperative effort.

Public Service

The staffs of the College and the Agricultural Experiment Station strive continually to relate their research and teaching programs to the ever-changing agricultural problems and to the conservation and development of natural resources in California. The traditional methods of disseminating such information will continue. This is done through publications of the Agricultural Experiment Station and the wide range of scientific, professional, and popular journals and magazines, and through meetings for the scientific and lay public. In cooperation with University Extension there will be greater emphasis on continuing education through organized courses of study, in which Agricultural Extension specialists will play a direct or coordinating role.

The College fulfills its public service obligations primarily through the Agricultural Extension Specialists who are attached to various departments. Through their work new knowledge is applied and made useful to society in general and to the agricultural industry in particular. They will assume increased responsibility in solving agricultural problems by focusing the broad experience, extensive knowledge, and special abilities of various departments on a problem, to aid industry in conducting and directing their own experiments on specific problems. Coordination of these programs with departmental research programs will need constant attention.

The staff of the Agricultural Extension Service housed on the campus is in no way a part of the administrative structure of the College or the Agricultural Experiment Station, nor is it responsible to any segment of the campus administration. It is supervised by the Agricultural Extension Service and is under the immediate direction of a campus office directly responsible to the Universitywide organization located in Berkeley. Because there are no formal administrative channels between the staff and the College, and because of the staff's increased responsibility in applied research, continuous study and effort is required to coordinate the applied research of the Extension staff with the departmental research of the College.

Research

The faculty is expected to engage in both independent and organized research, planned and reported as official projects in the Agricultural Experiment Station. This research, whether basic or applied, is directed toward the College's general objective or toward the advancement of knowledge in a related discipline.

The research activities of the College and the Agricultural Experiment Station are now being studied with a view toward reorganization. The initial results of these studies indicate that there should be more discipline-oriented departments and fewer but strengthened mission-oriented departments with special facilities and broadly trained professional staff.

There has been a trend, which probably will continue, toward the formation of research centers organized to focus on and solve major problems amenable to scientific methods. Examples are the newly organized Food Protection and Toxicology Center and the International Agricultural Center. In general, these centers will coordinate the problem-oriented research activities, provide funds, and stimulate interest in the broad problems so that faculty and staff in the various departments can contribute to their solution.

The Agricultural Experiment Station is the oldest organized research unit in the University of California. The Universitywide Director supervises the organized research programs through associate directors on the various campuses. The Dean of the College of Agriculture on the Davis campus is also the Associate Director of the Agricultural Experiment Station. Department chairmen are responsible for the organized research efforts in their respective departments. Formal research projects, financed by state, federal, or private funds, are established and reported annually by Experiment Station members through the Associate Director to the Universitywide Director of the Agricultural Experiment Station. All members of the College of Agriculture and almost all of the members in the School of Veterinary Medicine have appointments in the Agricultural Experiment Station. Some of the faculty members in the College of Letters and Science and the College of Engineering are actively engaged on research projects in the Agricultural Experiment Station and therefore have part-time appointments in the Agricultural Experiment Station.

DEPARTMENTS--COLLEGE OF AGRICULTURE

The teaching activities, because they are coordinated and offered by the faculty of the College as a whole, and the public service activities, because they are similar in all departments, have been described in the preceding pages. The following statements about the departments deal primarily with research activities and unique contributions or organizations.

Department of Agricultural Botany

Weed Science, the control or elimination of undesirable plants by applying basic principles drawn from botany, chemistry, biochemistry, plant physiology, physics, and soils, is the unifying theme of the department. The department develops basic principles relevant to weed control and recommends efficient and safe weed control practices. Certain of the Agricultural Experiment Station staff members have part-time academic appointments in the Botany Department of the College of Letters and Science in order to participate in undergraduate and graduate instruction. The Chairman of the Botany Department serves as Chairman of the Department of Agricultural Botany.

The department cooperates in research projects with the departments of Agricultural Engineering, Agronomy, Botany, Irrigation, Pomology, Vegetable Crops, and Viticulture and Enology, and with the Agricultural Toxicology and Residue Research Laboratory. Staff members conduct research on the fundamental mechanisms of herbicidal action, penetration and movement of herbicides in plants, fate of herbicides in plants and soils, and the applied aspects of chemical weed control. Research programs include the control of woody plants on range lands, the control of perennial weeds, weed control in agronomic and vegetable crops, and the control of aquatic weeds. The Extension Specialists attached to the department are primarily responsible for handling questions from industry and the general public regarding weed control practices and maintain close relationships with the Agricultural Extension Service personnel in the counties.

Department of Agricultural Economics

The department's research objective is analyzing and evaluating the forces that affect the economic strength of the agricultural industry of California, both internally and in relation to a constantly changing national and world economy. Population growth and changes in its composition have increased and altered the demand for food and fiber products and have intensified pressures on the fixed land and water resources of California. Technological advances have created new products and improved old products and have increased production, processing, and transportation capacity and handling efficiency by substituting capital (machines) for men. Conversely, these advances have broadened price and quality competition from other agricultural areas. Political, legal, and social pressures in the State, nation, and world are affecting the organization and profitability of the agricultural industry of California by changing price, quality, and quantity characteristics of both resource inputs and product outputs.

Research in agricultural economics identifies and delineates the current and probable future economic problems of California's agricultural industry. By analyzing the effects of various economic, technological, political and social forces on agricultural production, processing, distribution, consumption, and resource use, information is provided that assists individuals as well as private and public agencies in reaching appropriate decisions concerning agriculture. More complete understanding of these forces provides for the development of an improved economic rationale for decision-making and the evaluation of public policy actions and implications. Thus agricultural economics research provides the basis for evaluating the probable economic effects of alternative courses of action and improved decision-making within the agricultural industry.

An integral part of this basic research function is developing and modifying theoretical concepts and research techniques that further the role and applicability of economic analysis. Thus, the elements of basic and applied research are blended with a purpose of furthering the understanding of economic forces that affect, modify, and determine the role and position of agriculture in a dynamic economy.

Department of Agricultural Education

Departmental research encompasses the applied social sciences. Emphasis is placed upon the student, the consumer, the family, and the laborer. Current programs include studies on personal values of high school students, intellectual and motivational attributes of college students, emerging student cultures in the university-in-transition, social structure of modern families, and interests and drives of agricultural laborers.

Expanding functions of this department include research on learning processes of young children and adults, master planning of curriculum in agriculture and family and consumer sciences in the secondary school and in higher education, and the problems of human resources in agriculture. With the assumption of these research objectives and a broad teaching responsibility, a new name more descriptive of the total functions of the department is being sought.

Department of Agricultural Engineering

Agricultural Engineering is organized as a teaching department in the College of Engineering and as a teaching and research department in the College of Agriculture, under the direction of one chairman. It offers a major in agricultural engineering leading to the B.S. degree in the College of Engineering. Within the College of Agriculture, elective courses are given in agricultural engineering and meteorology, and professional graduate instruction is provided for students majoring in agricultural education. Certain faculty members participate in the teaching programs of the Geography and Animal Physiology Departments. Graduate instruction in engineering applied to agriculture is offered in the Colleges of Agriculture and Engineering.

The major research effort is conducted within the Agricultural Experiment Station and is devoted to a broad spectrum of problems in agricultural machinery and power, farm structures, agricultural sanitation and waste management, harvesting, handling, transportation and storage of fresh fruits and vegetables, processing of agricultural products, plant and animal environment, and climatology and meteorology. Over the past two decades the department has been instrumental in combining the efforts of the biological scientist and the engineer in developing basic concepts leading to solutions of bioengineering problems. Some of the cooperative research has been with the departments of Food Science and Technology, Pomology, Vegetable Crops, and Viticulture and Enology.

The major changes that are taking place in the agriculture labor market have resulted in increased emphasis on research in the physical properties of agricultural products and the development of mechanical harvesting methods and machinery for vine, tree, and vegetable crops. These efforts have resulted in the development of harvesting equipment for tomatoes, prunes, peaches, asparagus, cantaloupes, and head lettuce, as well as systems for handling, sampling, and processing fruits and vegetables. As a result of this research, three-quarters of the prune crop, over half of the tomato crop, and a third of the date crop in

California are mechanically harvested. In addition, field machines have been developed to select and harvest mature head lettuce and cantaloupes and to harvest green and white asparagus. The development of machinery is nearing completion which promises to bring about major changes in the process of making wine.

Research will be continued on the many ramifications of ground and aerial application of fertilizers and chemicals, with emphasis on improving distribution and minimizing the hazards from drift of herbicides and insecticides. Studies in climatology and micrometeorology will be intensified to determine basic and empirical relationships and relate them to more efficient field production of agricultural commodities. Research will continue on animal environment, aimed partly toward the practical objective of increasing production and profit and partly toward the study of fundamental relationships of the animal-environment complex. The problems of soil compaction, cereal and forage seed harvesting, and forage harvesting and handling will continue to be investigated with the objective of increasing production, needed to offset encroachment of urban, industrial, and highway development on agricultural land. Research on agricultural sanitation and waste disposal will be intensified and expanded to find solutions to the problems created by population growth and the accompanying urbanization of agricultural land.

Department of Agricultural Zoology

Research and public service directed to the management, control, and manipulation of populations of wild animals in California are the prime functions of the department. This program involves developing relevant basic techniques by applying the fundamental principles from a variety of scientific areas, including animal behavior, botany, chemistry, physiology, radiology, taxonomy, and others. Close liaison is maintained between Agricultural Zoology and the Department of Zoology. Certain members hold joint appointments in both departments and the Chairman of the Agricultural Zoology Department typically serves as Chairman of the Zoology Department. Staff members of the department located at Davis are housed in the Zoology Department and may guide the research of graduate students.

Much of the department's research effort is now centered on the deer and starling. Research on deer is conducted at the Hopland Field Station and includes studies on nutrition, parasites, relation to domestic animals, response to manipulation of habitat, and population dynamics. Although research on starlings is conducted over much of central California, it is centered at Davis. Studies are being made on flock composition and dispersal, census, reproductive biology, habitat with emphasis on the relation to agricultural lands, and computer analysis of the biological bases for control.

The Extension Specialists attached to the department are primarily responsible for dealing with questions and problems from industry and the general public, involving all phases of control and management of wild and pest animals. These members of the department maintain close and effective relationship with the Agricultural Extension Service personnel in the counties.

Department of Agronomy

The Department of Agronomy is concerned with the advancement of knowledge about how man may best utilize the world's natural and arable lands on an extensive scale, through the agents of wild and domesticated plant species. The department's specific objectives in research include an improved understanding of the biology of crop and range plants, including their productivity, adaptation, and variability, new ideas about the behavior of these plants in managed ecosystems, and the advancement of technology in all aspects of the culture and improvement of crop and range species.

In meeting these objectives, the department emphasizes intensive, fundamental laboratory and field research in genetics, cytology, physiology, and ecology. New areas of research that have or are being developed include activities in population genetics, primary productivity, developmental physiology and biochemistry (including the physiology of seeds), and the large scale ecology of renewable natural land resources. The department has special competence in these areas as well as in ecophysiology, genetics, and cytology.

Also emphasized are the maintenance of pure seed, the technology of production and improvement of important economic species, as well as the search for new crops and new systems of farming. As with its more fundamental studies in biology, this research involves interdisciplinary cooperation with other departments of the University and with public and private agencies within California and around the world. Use is made of all the University field stations, and the department cooperates extensively with the Agricultural Extension Service and industry.

Department of Animal Husbandry

The Department of Animal Husbandry emphasizes research in range nutrition, animal behavior, environmental physiology, and the nutritional, physiological, and biochemical factors involved in red meat formation and its quality, and in milk production. The research program is largely oriented toward the basic sciences of biochemistry, nutrition, genetics, and physiology. Important results have been obtained in regard to rumen function, nutrient requirements in all of the important species, and feed utilization (which includes feed utilization on the range), feed evaluation, reproductive physiology, endocrinology, inheritance of productive and defective traits, and environmental physiology (especially in the relatively hot climate of the Imperial Valley of California).

A fundamental objective is to discover principles in those scientific disciplines related to animal agriculture and applied animal biology and the application of them to enhance man's understanding of animals and their interrelationship with plants, soil, water, and climate. A parallel objective is to apply scientific principles so that agriculture's contribution to the welfare of mankind may reach maximum benefits through the efficient production and utilization of animals for food and of other livestock products.

Department of Animal Physiology

Physiology is a quantitative field of biology, built on a solid foundation of mathematics and physical sciences, with significant applications in, and interactions with, such disciplines as medicine, public health, and agriculture. This young department is still small but is growing rapidly. Presently its research on basic subjects is limited to environmental and reproductive physiology. Work has been initiated on neurophysiology of non-human primates by the joint appointment of a faculty member in this Department and the National Center for Primate Biology.

Two interdisciplinary research projects, one on acceleration biology and the other on starling control, are conducted in cooperation with the Departments of Agricultural Engineering, Epidemiology and Preventive Medicine, Physiological Sciences, and Agricultural Zoology. Research is being conducted in the field of neuropharmacology by staff members with joint appointments in this Department and in the Agricultural Toxicology and Residue Research Laboratory. Even though the department has developed in a discipline-oriented manner, it also participates in interdisciplinary research where physiology is important. Examples of these areas are man-machine interactions and vertebrate ecology. The activation of the Institute of Ecology will broaden cooperation in interdisciplinary research.

Department of Biochemistry and Biophysics

The policy of the department has been to select the best available men in a wide variety of research interests rather than build up a department of high specialization. Thus, research is conducted in physical biochemistry of protein interaction and primary structures of proteins, enzyme mechanisms, bacterial carbohydrate transformations, sulfate metabolism in bacteria and fungi, biochemistry of sporulation, several aspects of comparative biochemistry, and biosynthetic aspects of higher plants.

Future plans call for a continued widening of research interests by appointment of new staff qualified to carry out research in the new frontiers of biochemical endeavor. The mutual interaction of new research activities with the already existing research interests of the department, will greatly stimulate the development of biochemistry on the campus.

Department of Consumer Sciences

The department was established as a new department on July 1, 1966, and will include the teaching and research areas of textiles and clothing, and a part of the teaching and research in the area of foods. The teaching aspects will contribute to the Family and Consumer Sciences Curriculum. In both the food and textile work the physical and chemical properties are studied in relation to end-use performance by the consumer. The major part of the textile research program has been concerned with the soiling and soil removal from textiles and serviceability of textile products.

The problems studied in the chemical and physical properties of foods and textiles have had a consumer orientation and it is planned that this type of work will be continued. New areas to be developed include the study of types of foods and food preparation in relation to cultures and acceptance of foods. Included will be a consideration of the interrelationship between man and his foods from an aesthetic, historical, and sociological viewpoint. Another area is socio-economic aspects of textiles which will include study of the behavior and attitudes regarding textiles among families and larger social or cultural units, family clothing needs and practices, clothing as a medium of interpersonal or group communication, and motivation and satisfaction in the use of textiles and clothing.

Department of Entomology

The department conducts extensive research on several of the insect and mite problems of California. These programs, which are intended to solve specific agricultural problems, are based on the underlying natural sciences. Considerable effort is expended in pure or basic entomological research, such as programs in taxonomy, ecology, apiculture, acarology, and physiology.

Agricultural entomology and apiculture have traditionally been emphasized at Davis. The department intends to provide instruction and conduct research in all of the areas of entomology and those applied areas essential to California agriculture or to the control of insects inimical to man and animals. Cooperative research between the

Departments of Entomology, Zoology, and Psychology in the area of insect behavior is presently being undertaken.

The Bee Biology Laboratory has been established through interdisciplinary efforts of the faculty from the several colleges and will be constructed during the next two years. It will be administered by the Entomology Department.

Department of Food Science and Technology

The department uses an interdisciplinary approach in meeting its objectives, which are to provide instruction in the disciplines related to food science and to develop ideas and principles of immediate and potential application to production, processing, distribution, or utilization of foods.

The fields of research emphasized are biochemistry, chemistry, physics, enzymology, microbiology, and sensory evaluation as related to foods. Future research programs may be directed toward applied nutrition, particularly as it pertains to improving the world's protein supply; converting hydrocarbons to food materials by microorganisms as sources of protein; marine food technology; dairy technology; and improving current technological processes to improve the quality, safety, and utility of food.

The departmental staff is currently housed in Cruess Hall and Roadhouse Hall, which are a considerable distance from each other. The addition to Cruess Hall that is now being constructed will complete the original building program and replace some of the departmental instruction and research laboratories and offices that are now in Roadhouse Hall. A project planning guide has been prepared to expand Cruess Hall to provide space for projected student and faculty increases and to house all of the department in one location. It is expected that the enlarged facilities will be completed in 1971.

Department of Genetics

The department is the center for teaching and research in the basic areas of genetics as well as in the wide range of applied animal and plant genetics carried on in other departments of the College of Agriculture.

The staff has interests in the fields of evolution, population, and quantitative genetics. The department has a well-developed and expanding program in the detailed analysis of gene structure. Further expansion in the fields of molecular and developmental genetics will be necessary to broaden the teaching and research activities in these most important areas of modern experimental biology.

Department of Home Economics

Because of the scope of home economics and its importance to our society, a sweeping reorganization of the department was accomplished on July 1, 1966. The long-range objective is establishing a professional school to develop family and consumer oriented programs in nutrition and dietetics, foods, child development, design, textile sciences, and home economics. The immediate change involved reassignment of the former Home Economics Department faculty to other departments according to their disciplinary interests, and establishing an interdisciplinary teaching program in which these faculty members and others in the Colleges of Agriculture and Letters and Science participate under the direction of an Associate Dean of Family and Consumer Sciences.

Research responsibilities formerly in the Department of Home Economics have been distributed as follows: child development and family sociology have been located in a reorganized and renamed Department of Agricultural Education; foods and textile sciences have been located in the Department of Consumer Sciences; nutrition and dietetics in the Department of Nutrition; consumer economics has gone to the Department of Agricultural Economics; and certain aspects of design to the Department of Art. A teaching division is being planned to coordinate the courses in Home Management and Applied Design, and the Masters program in Home Economics. Faculty members of these departments have become involved in the teaching program of the curriculum in Family and Consumer Sciences.

Department of Landscape Horticulture

The transfer of the teaching and research responsibilities in floriculture and ornamental horticulture to Davis from the Los Angeles campus is expected to be completed in 1968-69. At that time the department will have teaching, research, and Extension responsibilities related to commercial floriculture, nursery production and management, landscape horticulture, and park administration.

Research will be conducted on the improvement of commercial flower crops and landscape plants by plant breeding and selection and by developing gene pools with specific characteristics; the improvement of cultural practices in flower production and in the growing of plants for and in the landscape; and landscape design and its relation to other environmental factors, including man and his physical world. Some of the specific areas of research to be emphasized are the ecological screening and selection of plants and gene pools under controlled-environmental conditions and by quantitative genetic studies; the micro-environmental influences on plant growth and response from a cultural standpoint; the root environment and physiological studies related to "disturbed" or "artificial" soils; and the control of growth and flowering of flower crops and landscape plants. Much of the research is interdisciplinary and will involve the Departments of Entomology, Plant Pathology, Nematology, Soils and Water Science, and Civil Engineering.

Department of Nematology

The research of the department has as a major goal the development of additional knowledge of the fundamental relationship between phytoparasitic nematodes and their host plants. This involves investigations in biology, taxonomy, ecology, pathogenicity, physiology, biochemistry, the nature of plant resistance to nematode infections, virus-vector relationships, relationship of nematodes to other organisms involved in plant diseases, the mode of action of nematocides, and the development of improved control procedures. Cooperative research with various departments concerns the breeding of resistant plants, production of nematode free planting stocks, and virology. The major objectives of Agricultural Experiment Station research projects are to provide basic information in all fields of nematology, with emphasis upon the problems of California. Future growth will be in basic research related to the nature of plant resistance of nematodes, biochemistry and physiology, morphology, pathogenicity, and ecology of phytoparasitic nematodes. In addition to introductory upper division courses, graduate courses are offered in nematode taxonomy and morphology.

Department of Nutrition

The Department of Nutrition was established in July 1965 and commenced operation as a department on July 1, 1966. It is responsible for courses in nutrition in the Family and Consumer Sciences curriculum and, cooperatively with the other departments, for the general courses in nutrition serving the Animal Sciences. It is planned that the department, in cooperation with the School of Medicine, will develop courses appropriate for instruction in nutrition in the health sciences. An undergraduate major in nutrition as one of the basic biological sciences is anticipated.

Functioning as a graduate group in nutrition, staff members from several departments have provided the program of graduate study in nutrition leading to the M.S. and Ph.D. degrees. The broad interdepartmental program in research and graduate studies will continue and the Department of Nutrition will help focus future development of the discipline.

The research of the present departmental staff has emphasized basic problems focused on human nutrition in mammalian embryonic developments; trace elements; energy metabolism; nutritional properties of fats; and the study of natural inhibitors in several species of experimental mammals and birds. The research of the department will continue along basic lines with strong emphasis on direct or indirect applications to human nutrition. The development of departmental staff and laboratories will facilitate cooperative research with new and developing units in the biological and health sciences, and continue the broad and highlt productive interdepartmental and interlaboratory collaboration in research that has existed in the past.

Department of Plant Pathology

Plant disease, any abnormal condition of a plant that renders it less functional or interferes with the purpose for which it is grown, covers a broad area of economic botany and involves physical as well as biological sciences. Research emphasizes the taxonomy and morphology of plant pathogenic fungi; the plant pathogenic bacteria; plant virology and serology; physiology, biochemistry and the genetics of plant pathogens and plant diseases; mode of action of fungicides; plant susceptibility and resistance to diseases; and ecology and epidemiology. Agricultural Experiment Station research projects are directed toward the control of diseases of crops.

The greatest growth is anticipated in certain areas of basic research such as epidemiology of disease, nature of resistant pathogens, genetics of pathogenic organisms, and ecology of plant pathogens and pathogenic bacteria. These are new areas not fully developed at Davis, but which are urgently needed to meet the challenging growth of modern agriculture.

Department of Pomology

The research mission of the Department of Pomology, broadly stated, is to meet, insofar as is possible, and to anticipate the research needs of the fruit industry, particularly with the deciduous tree fruits and nuts, the small fruits, and the olive. Fundamental to this objective is research in the basic disciplines to advance our knowledge and understanding of the principles which govern the growth and development of fruit plants and their response to environment and manipulation. Fulfillment of the objective is attained in applying these principles in improving the quality, production, and distribution of fruits and nuts.

Specific areas of research include: genetics and cytogenetics, plant physiology and biochemistry, plant morphology and anatomy, and effect of soils. Attendant to these are the broad areas of fruit breeding and variety improvement, fruit handling, general fruit culture with research in soil management, plant nutrition and irrigation, bud and fruit development, growth of the vegetative plant body, and plant propagation and rootstocks. Research in many of these areas involves interdisciplinary cooperation between members of the department and members from other departments. The latter include Agricultural Economics, Food Science and Technology, Plant Pathology, Water Science and Engineering, Nematology, and Agricultural Engineering.

Department of Poultry Husbandry

The specific objectives of the department are to advance knowledge in avian biology, improve poultry as an economical food source, and develop new ideas and approaches relating to animal welfare.

Because of the special usefulness of poultry as an experimental animal, many research findings have application in human medicine. Research in the department encompasses both basic programs and projects pertaining to industry.

New areas that are being developed include a study of avoidance behavior of animals, research into the biological activities of environmental contaminants such as pesticides, a program investigating the biology of game birds and other wildlife resources, and research in developmental biology and the use of mutants of avian species in biomedical research.

The department makes contributions to both developmental and quantitative genetics; embryo and bird nutrition; the interaction of nutrients and factors regulating intake of food and water; reproductive, neural, and environmental physiology; poultry-product technology, including studies of tissue components; and cell biology.

Many of the research programs involve interdisciplinary cooperation both among members of the department and members of other departments, including Anatomy, Nutrition, Animal Physiology, Food Science and Technology, and the Food Protection and Toxicology Center. While most of the work is done on the Davis and Berkeley campuses, some field testing is done in cooperation with the Agricultural Extension Service and the Poultry Improvement Commission.

Department of Soils and Plant Nutrition

Because the study of soils and plant nutrition involves both the physical and biological sciences, this department is staffed by a group of scientists who are chemists, physicists, microbiologists, and biochemists, as well as scientists whose primary interests lie in the classification of soils or in problems of soil fertility. Because of the complexity of problems involved, the efforts of a team of this scope are necessary for progress in research.

The department plays a vital role in developing new information about soils and plant nutrition. The scientific world and industry are faced with a large number of pressing and unanswered questions pertaining to the nature of soil-plant interrelationships which demand an expanded and vigorous program to keep abreast of these needs. The growing pressure in California and in the rest of the world to develop arid or semi-arid lands into productive soil will be med by expanding departmental teaching and research programs. There will be considerable expansion in research programs. There will be considerable expansion in research relating to alkali or saline soils and the nutrition of plants grown on these soils. These studies will require a close cooperative effort with many staff members outside of the department, such as those in the College of Engineering and the Department of Water Science and Engineering.

The expansion of outdoor recreation has created a whole new set of problems demanding investigation.

Department of Vegetable Crops

The Department of Vegetable Crops has responsibility for research, both basic and applied, on the many and various phases of the production, handling, marketing, and utilization of all vegetables. This involves research beginning with the seed and extending through plant breeding, basic genetics, nutrition, growth physiology, harvesting, and post-harvest handling and utilization. Several staff members contribute to each of these basic phases of research. Much research includes programs and projects pertaining to the vegetable industry.

The department is particularly active in basic research on seed physiology, senesence, and storage; genetic studies and breeding of tomatoes; and post-harvest handling of vegetables. Many of the commercial varieties of tomatoes have originated from the tomato breeding program. Various research activities of the department have made significant improvements in the pepper, onion, melon, lettuce, and carrot crops. Plant Nutrition is and will continue to be an important area of research.

A fundamental objective is discovering principles in the various scientific fields relating to vegetable production and storage. A second objective is applying these scientific principles so that agriculture can contribute more to the welfare of man and to enable the production of the highest quality produce at a consistently low cost.

Much new research will be centered in the field of post-harvest biochemistry and physiology. Extensive physical facilities are available which will provide the basis for increased research in this important field. Another activity which the department expects to expand will be in the area of growth regulation, particularly relating plant hormones and growth substances to the culture of the crop. The field of plant growth regulation offers great possibilities for both basic and applied research and will be related closely with expanded research in vegetable ecology.

Many of the research programs are and will continue to be cooperative with other disciplines, including the Departments of Soils and Plant Nutrition, Water Science and Engineering, Botany, Genetics, and Food Science and Technology. Basic research will continue to be centered on the Davis campus but certain genetical, ecological, and plant nutritional studies will be conducted at Field Stations and in cooperation with Farm Advisors.

Department of Viticulture and Enology

The objective of the Department of Viticulture and Enology is advancing the research and teaching needs of viticulture and enology. Since 1880 the department has made many significant contributions in both of these areas. In viticulture the response of vines to training, fertilizers, various rootstocks, and to cultural, harvesting, and storage practices has been elucidated. A number of new table and wine grape varieties have been developed. In enology the research has ranged from climatic adaptation of grape varieties for various types of wines, to composition of musts and wines, relative quality of wine grape varieties, production practices, wine stability, the microflora of grapes, musts and wines, and brandy production and composition.

The department maintains several vineyards in various parts of the state and laboratories and pilot plants at Davis for viticultural and enological research. The staff is composed of geneticists, plant physiologists, plant pathologists, chemical engineers, and biochemists.

The teaching in the department at the upper division level emphasizes principles as applied to modern viticultural and enological practices.

The future research in viticulture will be directed to a detailed study of the effect of the microclimate on viticultural practices and grape composition, to grape storage under controlled environments, to development of new varieties for specific needs (mechanical harvesting, for example), to studies on the effect of minor elements on vine growth, to fundamental studies of naturally-occurring and synthetic hormones on vine growth and fruit set, and to varietal and clonal selection.

In enology, research will be expanded in the areas of factors influencing fermentation rates, to identification of individual flavonoids and phenols in grapes and wines, to detection and isolation of aroma and pigment components of wines and determination of the biosynthetic pathways by which they are formed, to similar studies on brandy, to basic studies on the substrate specificity of yeast alcohol dehydrogenase and other enzymes, to biochemical investigations of the factors influencing wine stability, and to fundamental research on the relation of wine composition to human sensory response and consumer preference.

The underlying objective is to discover the fundamental scientific principles of vine growth and enological practices.

Department of Water Science and Engineering

The programs of this department combine the basic sciences with engineering in an interdisciplinary approach to the solution of the multifaceted problems of water resources. The departmental staff, because of its background in soil science, physics and chemistry, plant physiology, biochemistry, meterorology, agriculture, and civil and mechanical engineering, join their talents in a comprehensive attack on water problems.

The research program is directed toward the development of new ideas and principles in water conveyance and use, and water conservation and disposal. Substantial expansion in programs and facilities is expected in the areas of hydraulics of conveyance and control sturctures. Expansion is being planned in the new research areas of the biological aspects of water supply, quality, and pollution, with emphasis on health-related aspects, and water resources planning and analysis.

Some of the academic staff members are involved in the undergraduate civil engineering curriculum and water resources engineering of the College of Engineering, with emphasis on hydraulics, irrigation and drainage, or the design of water resources systems. The research effort of these individuals, however, is centered in the Experiment Station of the College of Agriculture.

COLLEGE OF ENGINEERING

For 35 years prior to 1961, a program in Agricultural Engineering was offered at Davis. It was given under the jurisdiction of the College of Engineering at Berkeley. In 1961, curricula were added in Chemical, Civil, Electrical and Mechanical Engineering. The operation continued as a part of the Berkeley College. The Regents authorized a separate College of Engineering at Davis in 1962. In 1963, a graduate program in Applied Science was added.

Between 1961 and 1966, undergraduate enrollments increased from 150 to 650. Graduate enrollments increased from 35 to 200 during the same period. In 1976, it is expected that about 1600 students will be enrolled in Engineering. It is estimated that 600 of these will be graduate students.

In 1966-67, there were 50.20 FTE (full time equivalent) faculty members, and 7.50 FTE Teaching Assistants. Because of the anticipated heavy growth in the number of graduate students in addition to an almost doubling of the number of undergraduate students, it is estimated that the staff will need to be increased to 124.7 FTE by 1976. This means that, on the average, approximately seven new staff positions will be needed each year for the next ten years.

The present annual level of support per FTE faculty is $8877 and needs to be increased by 15 per cent as a minimum because of the anticipated growth in graduate students. The cost of graduate student and faculty research in engineering is considerably above that required in many of the other disciplines.

The College moved into new quarters during the last week of December, 1966. The new building contains 112,000 square feet of assignable space. Because of the rapid growth of the College since the initial planning of the new building, it has been necessary to retain the use of Walker Hall until unit number two can be built. Walker Hall contains approximately 30,000 square feet. It houses the Department of Applied Science and parts of Civil, Electrical, and Mechanical Engineering. Furthermore, it is being developed to handle some graduate student and faculty research. Unit number two is being designed to meet the needs of the College through 1974.

The curricula leading to the Bachelor of Science degree are based upon a strong background of the sciences and mathematics. They are designed to prepare students in all major engineering fields, with emphasis on research, design and development. The lower division program is common for all curricula except Chemical Engineering. The common lower division program has been agreed upon generally by the Engineering colleges and schools on the several campuses, the junior colleges and the State colleges. It permits an engineering student to defer a decision about his upper division major until his junior year. More important, it enables a student who completes his lower division program in a junior college to transfer to the University as a junior and complete the B.S. degree requirements in two years.

Upper division curricula offered by the College include Aerospace Engineering, Agricultural Engineering (with options in agricultural power and machinery, farm structure, and agricultural processing), Chemical Engineering, Civil Engineering (with options in environment engineering, structural engineering and mechanics, and water resources engineering), Electrical Engineering, and Mechanical Engineering (with options in heat transfer, fluid mechanics, thermodynamics, mechanical design and materials science).

Graduate programs leading to the M.S., M. Eng., D. Eng., and Ph.D. degrees are offered. The graduate program undertaken by a student may represent the specialized professional interests of groups of faculty within a given department, or it may combine offerings of two or more departments. It is planned to take advantage of the unique resources of the Davis campus to develop interdisciplinary programs. The program in environment engineering, for example, was added in 1965-66. A graduate level program in bio-engineering, to be offered in cooperation with the Schools of Medicine and Veterinary Medicine, and the Primate Center, and involving three or four new graduate courses, will be added during the next two years.

The Faculty of the College is composed of the faculty members in all departments within the College and representative members from other departments providing instruction for engineering students.

The College will seek cooperative research projects with the various biology groups on campus and participate in the research program on man and his environment that is being organized by the Food Protection and Toxicology Center. Cooperation with the College of Agriculture on various problems with engineering aspects will be continued.

A Special Committee of the Faculty of the College of Engineering was formed during the Spring of 1966 to study the recommendations of the Engineering Advisory Council's Engineering Master Plan Study, with the view to determine the extent to which they might be adopted in planning the instruction and research mission of the College.

Continuing education opportunities will be provided for increasing numbers of engineering graduates in the Sacramento area as detailed arrangements can be made. Several courses designed specifically to meet the needs of practicing engineers in industry have been offered during the past two years by the Departments of Mechanical Engineering and Electrical Engineering.

Department of Agricultural Engineering

The Department of Agricultural Engineering is organized under the College of Engineering to offer upper division instruction for the B.S. degree in Agricultural Engineering and graduate instruction in engineering applied to agricultural systems. Instruction and research, both at the undergraduate and graduate levels, in environmental engineering for plants and animals will be strengthened during the next two to four years by the addition of at least one undergraduate and graduate course to the departmental offerings.

Faculty members of the department hold joint appointments in the Colleges of Agriculture and Engineering and teach some courses that are common to the several curricula of the College as well as courses offered by the department for students majoring in agricultural engineering. Several faculty members in other departments of the College hold part time research appointments in the Agricultural Engineering Department as members of the Agricultural Experiment Station.

It is expected that this manner of staffing the department for both instruction and research will be continued in the future. The major departmental research effort will continue to be conducted under the College of Agriculture in the Agricultural Experiment Station.

Department of Applied Science

The Applied Science Program was established in September, 1963 at Livermore and in September, 1965 at Davis as an innovation in graduate-level education. The basic goal of the program is to train scientists in several broad and important areas of scientific technology. This training is achieved in large part through a curriculum that integrates appropriate portions of the three basic disciplines of applied chemistry, mathematics and physics.

The Master's Program consists of a series of core courses (45 units) in mathematics, chemistry and physics designed to provide a broad, but thorough, background in physical science. The Ph.D. Program consists of additional course work of an advanced nature in one or more of the areas of specialization offered. At Davis the areas of specialization are nuclear technology and atomic molecular science. The academic program at Livermore has been oriented primarily toward the training of Ph.D's. Advanced courses and research have been developed in the main areas for which exceptional research facilities and instructors have been available including applied mathematics and computer science, nuclear science and technology, materials science and plasma physics and hydrodynamics.

The Applied Science Program will be integrated with and complement the other departments in Engineering. For the Ph.D. program, advanced courses and research areas are being developed which are closely allied to the other activities and interests of the College of Engineering. At the present time, several advanced courses are offered in the area of nuclear technology. In the very near future, it is planned to include advanced courses in the area of atomic and molecular science.

The Department of Applied Science at Davis plans to achieve a smooth growth pattern for the next decade. By 1976-77 there will be a student enrollment of eighty of whom sixty will be taking course work and twenty will be engaged in their Ph.D. research. This will call for an academic staff of 8 FTE. The department is to be housed in Engineering Unit II. Research projects will be established in nuclear technology and atomic and molecular science. This growth will call for the addition of new courses in these areas during the next five years. The teaching load of the department will also be increased by the need for multiple sections in some of the master's program courses that will be used as electives by other engineering students. In spring 1967 the department taught two sections of the introductory course on computers (A.S. 115) due to the large enrollment. Each member of the department is expected to teach one quarter course each year in the general core course program of the College of Engineering.

The department is in need of additional support funds for equipment and facilities. Laboratory space in Walker Hall has been allocated to the department but at present there are no research facilities or equipment. Proposals to various agencies for research funding in Applied Science are pending. The future of the Livermore segment of the Applied Science Program is under study by the Universitywide administration.

Department of Chemical Engineering

The Department of Chemical Engineering was established July 1, 1964 as a unit in the College of Engineering.

The objective of the undergraduate program is to prepare students for work either in industry or to undertake graduate study. The curriculum is based upon the fundamentals of chemical engineering sciences, including fluid mechanics, thermodynamics, heat transfer, mass transfer, and chemical reaction engineering.

The graduate curriculum includes required courses in transport processes, thermodynamics, stagewise operations, and chemical reactor design. New courses are being developed in process dynamics and rheology. Graduate students are required to take a minor in mathematics. It is expected that the graduate course offerings will be broadened in future years to include courses in process optimization and control, applied kinetic theory, and biomedical engineering. Graduate research progress includes work in fluid mechanics, chemical reaction engineering, catalysis, process simulation and biomedical processes.

The Davis campus is ideally suited for emphasizing interdisciplinary work in engineering and biological sciences. One faculty member in chemical engineering is actively engaged in developing research and teaching programs in biomedical engineering. It is expected that this area will become a prominent one in the department and that additional faculty members with interests in this field will be recruited. It is also expected that course programs will grow out of interdisciplinary research in this field, perhaps first at the graduate level. A second interdisciplinary program may evolve between Chemical Engineering and the Department of Applied Science. One faculty member is currently working with a colleague in Applied Science on research in a fundamental description of mass transfer processes in porous materials. This area will grow in research and new graduate courses may be introduced in such subjects as multi-component diffusion in porous media, and mathematics of diffusional processes.

Some joint efforts have been undertaken in the past with Department of Food Science. It is hoped that there will be more of these in the future. The department is currently trying to add a new senior staff member with many years of experience in food-related engineering research whose presence at Davis will undoubtedly lead to increased interdisciplinary research with the Food Science group.

Substantial additional support will be needed to implement these new programs and also to take care of the expected increase in enrollment. A large share of these funds will probably come from extramural sources. At present grants have been received from the National Science Foundation, United States Army Research Office, Federal Water Pollution Control Board, Petroleum Research Fund (American Chemical Society). The department has very limited industrial fellowship support and state funds for Teaching Assistantships and Research Assistantships. A major goal in the next several years will be to increase these types of support.

The new facilities of Engineering Unit I, occupied in January 1967, are adequate for the current student load in the department and for the anticipated increase for the next few years. However, to provide for the undergraduate and graduate student numbers anticipated for 1974, chemical engineering space will need to be increased by approximately 200 per cent. Part of this increase is necessary for development of the new interdisciplinary programs. In particular, additional laboratory facilities for biomedical engineering work will be needed. A cottage on the campus has been made available on a temporary basis. This provides 650 square feet of space. The University has supplied funds for modifications and equipment to make this into an operable biomedical engineering research facility. By 1973 it is expected that 3,000 square feet of similar space, properly equipped, will be needed.

Department of Civil Engineering

The department offers programs in the areas of environment, structural, and water resources engineering leading to undergraduate and graduate degrees. Environment engineering is concerned with improving and maintaining the quality of the air, land, and water that affect the health and well being of man in the face of increasing population and expanding industrial activity. The structural engineering programs are concerned with the conception, analysis, design, and construction of structures such as buildings, bridges, highways and dams, and includes courses on the economics of the construction industry and on construction practices. The programs in water resources engineering include options in hydraulics, irrigation and drainage, and design of water resource systems. The water resource systems design program is concerned with the comprehensive development of water resources for multiple use with emphasis on principles of planning, analysis, and design and operation, as related to the water needs of municipalities, industry, recreation, and other activities. Five professors in the department have joint appointments in the Department of Water Science and Engineering in the College of Agriculture, and the two departments cooperate in their programs related to water.

Civil Engineering is generally considered to encompass four major areas: environment, structural, and water resource engineering, which are now represented by curricular options on the Davis campus, and transportation engineering, which is not yet represented by curricular options on the Davis campus, and transportation engineering, which is not yet represented by an option. Transportation engineering includes the analysis and design of rapid transit systems, design and construction of highways, harbors, and airports, analysis of traffic flow, and comparative studies of various means of transportation. A single elective course in transportation engineering was offered by the department for the first time in 1966-67. Transportation of masses of people will soon be one of the major problems facing the nation. A program in transportation engineering should be added to the curricular options in this department.

Graduate programs presently offered by the department are in the fields of environment engineering, fluid mechanics, hydraulics, hydrology, nuclear civil engineering, soil mechanics, solid and structural mechanics, structural engineering, and water resource engineering. The programs in soil mechanics and nuclear civil engineering were initiated in 1966-67 by the addition of a single new graduate course in each area. Additional courses as well as additional professors must be added in each of these two areas in order that graduate students may elect to major as well as to minor in these areas.

The department moved into a new building (Engineering Unit I) in December, 1966. The space presently available to the department in both Engineering Unit I and Walker Hall is approximately equal to the amount the department should have this year on the basis of statewide space standards. With an anticipated enrollment growth rate of about 10 per cent per year, the space available will soon be inadequate.

Department of Electrical Engineering

The Department of Electrical Engineering has established a solid base for future growth by the recruitment of well-qualified faculty members, but still lacks broad competence in a number of areas essential to Electrical Engineering. This is due in part to inadequacies of existing instructional and research facilities and to general and specific shortage of faculty strength.

Broadly speaking, there are three distinct though related areas in Electrical Engineering, namely, 1) Physical Electronics, 2) Information Processing Systems, and 3) Biomedical Electronics. Expanding and new programs include Artificial Intelligence, Teaching Machines, Traffic Control, Acoustics, Magneto-Optics, and Plasmas in Solids.

The Electrical Engineering curricula, based on the physical, mathematical, and biological sciences, emphasizes the close correlation between theory and experiment. The undergraduate courses prepare students for a professional career or for graduate study. The student can specialize in certain technical areas while required courses ensure a broad background in basic electrical engineering. The undergraduate course work specializes in information and control systems, data processing and computers, passive and active circuits, solid state devices, microwaves, or biomedical electronics.

Graduate courses leading to the Master's and Doctoral degrees include control systems, computers and automata (control mechanisms designed to follow automatically encoded instructions), solid state materials and devices, electro-magnetic field theory, network theory, systems analysis, information theory, microwave and quantum electronics, and biomedical engineering.

Research programs in progress include electromagnetic properties of magnetic thin films, ferroelectricity, time synchronization, ionosphere scattering, graph theory applied to the study of the general properties of networks, electrical and mechanical control systems, synchronization of high-speed digital computers, Laser (light amplification by stimulated emission of radiation), Holography, information processing aboard space crafts, and measurement of biological parameters.

A joint investigation with the Department of Physiological Sciences in the School of Veterinary Medicine is under way on problems concerning neurophysiology. Cooperation with the Department of Mechanical Engineering is anticipated concerning controls in biological systems. Some of the Electrical Engineering faculty members are members of the Biophysics Group which cooperates with members of the Department of Biochemistry and Biophysics and others in the biophysics program. Interdepartmental and intercollege programs will be developed further within the framework of the engineering research institute or experiment station that is being planned. Also, in response to the requests from a number of life science departments on this campus, the department is contemplating the offering of an electronics course (lecture and laboratory) for some 150 biology students per year.

Other research programs will be developed in cooperation with members of the Biomedical Engineering Group. The Electrical Engineering faculty members are interested in applying modern engineering theory and models and electronics techniques to the study of biological systems. Topics to be investigated include radiation effects in biology, self-organizing (adaptive) systems, bioelectric phenomena, information processing and controls in biological systems, neuronal organization and memory processes.

The department plans to establish a research computer facility for research in logical design of computers. It will cooperate actively with the campus Computer Center.

In the Continuing Education area, the department is offering one or two week intensive summer courses for practicing electrical engineers. For example, a course on "Application of Modern Techniques to Power System Analysis" was offered in the summer of 1966 to electrical engineers of the Sacramento and Bay Area. In the summer of 1967 an electronics course is being offered for the engineers from the McClellan Air Force Base and others.

Department of Mechanical Engineering

The department provides instruction and research in the areas of aeronautics, aerospace systems, fluid and solid mechanics, mechanical and thermal systems, materials, manufacturing processes, and industrial and professional management. Opportunities to explore these fields are made available in upper division elective courses and special emphasis is given to these areas in the graduate programs.

Assuming an eventual steady state enrollment of 1,500 engineering students on the Davis campus, it is estimated that about 375 of these will be in the Department of Mechanical Engineering (about 250 undergraduates and 125 graduates). Groups will be formed on the basis of area interests and will include Aerospace, with special emphasis to be given to subsonic aerodynamics; Thermal Systems, with specialization in heat transfer and fluid mechanics; Materials; Mechanics and Design, with special emphasis on system analysis and application of computers.

COLLEGE OF LETTERS AND SCIENCE

The College of Letters and Science offers curricula in the sciences, humanities, and arts, with the primary objective of imparting an awareness of man's achievements, environment, and responsibilities. Although training for specific careers is not a primary function of the College, a liberal education is not without vocational value since various career opportunities are open to letters and science graduates. The undergraduate program is, moreover, the point of departure for many graduate programs that are vocationally or professionally oriented. Much of the course work for lower division students who are enrolled in the Colleges of Engineering and Agriculture is actually taken in letters and science departments. To achieve its education objectives, the College prescribes a breadth requirement as well as a major requirement.

The College offers both the Bachelor of Arts and Bachelor of Science degrees. The latter degree is offered in certain sciences for students who wish to acquire a greater depth in their major fields of interest than is normally possible under the B.A. program.

The B.A. degree is currently offered in the following fields:

American History and Literature
Anthropology
Art
Bacteriology
Biological Sciences
Botany
Chemistry
Dramatic Art
Economics
English
French
Geography
Geology
German
Greek
History
International Relations
Latin
Mathematics
Music
Philosophy
Physical Education
Physical Sciences
Physics
Political Science
Psychology
Rhetoric
Sociology
Spanish
Zoology

The B.S. degree curriculum may be elected by students in the fields of:

- Bacteriology
- Biological Sciences
- Botany
- Chemistry
- Geology
- Mathematics
- Physical Sciences
- Physics
- Zoology

The departments of the College that offer departmental graduate programs leading to the Master of Arts or Science degrees are:

- Anthropology
- Art
- Botany
- Chemistry
- Dramatic Art
- Economics
- Education
- English
- French
- Geography
- Geology
- German
- History
- Linguistics
- Mathematics
- Music
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Zoology

Departmental programs leading to the Doctor of Philosophy are offered by:

- Anthropology
- Botany
- Chemistry
- Economics
- English
- French
- Geography
- Geology
- German
- History
- Mathematics
- Philosophy
- Physics
- Political Science
- Sociology
- Zoology

The current administrative departmental units of the College are:

- Anthropology
- Art
- Bacteriology
- Botany
- Chemistry
- Dramatic Art
- Economics
- Education
- English
- French and Italian
- Geography
- Geology
- German and Russian
- History
- Mathematics
- Military Science
- Music
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Rhetoric
- Sociology
- Spanish and Classics
- Zoology

The organized research units under the jurisdiction of the College are: Agricultural History Center, Crocker Nuclear Laboratory, The Museology Laboratory, and the University Arboretum.

Heavy emphasis is now placed on instruction for undergraduate students at the lower division level, but under the Master Plan for Higher Education in California greater emphasis will be given to upper division and graduate work. Within the next few years expanded undergraduate course offerings in such diverse areas as Asiatic languages and astronomy are planned. Several new graduate curricula leading to advanced degrees are planned, but not all of these will be related specifically to existing departments. A proposal has recently been made for a master's program in linguistics, sponsored jointly by faculties in the foreign language departments, English, anthropology, and psychology.

In expanding existing curricula and developing new ones, the College is taking advantage of opportunities for the full intellectual development of the Davis campus which are inherent in the making of joint faculty appointments with other colleges and schools, notably Agriculture and Law, and for part-time faculty affiliations with institutes and centers on this and other campuses. Along with this development, the College will continue to carry out its primary mission, the education of undergraduate and graduate students. Currently it is exploring ways and means of meeting this obligation fully while facing head-on the problems related to rapid expansion of the student body, increasing competition for top-quality faculty, and the extensive revision of curricula which is required almost continuously to keep pace with the improvement of the intellectual climate and advances in knowledge.

Department of Anthropology (including Oriental Languages)

The current and planned fields of major interest in instruction and research are social anthropology, physical anthropology, primatology, linguistics, aesthetics, folklore, and archaeology. Courses for degree offerings will be strengthened and augmented as additional faculty appointments are made within the department.

The three objectives of the program of undergraduate instruction are to offer anthropology courses for the liberal arts majors, to train students who plan to go into either primary or secondary education, and to prepare students for graduate study who wish to become professional anthropologists. Graduate instruction is directed toward the preparation of research workers and teachers in higher education. Graduates of this program will take positions in museums, or will become teachers in junior colleges, state colleges, and universities.

The faculty participates in the graduate program in International Agricultural Development leading to the M.S. degree. It conducts research jointly with the National Center for Primate Biology and plans cooperative study for graduate students as soon as a joint appointment with the Center is approved. Similar cooperation with the School of Law and the Medical School are anticipated.

The department hopes to establish a museum of anthropology within the next five years for which 6,500 sq. ft. of display space and 6,500 sq. ft. of preparation and storage space will be required.

A new lower division archaeology course (with discussion) will be added in 1967-68 making a total of three lower division courses requiring teaching assistants.

Archaeology, physical anthropology, and primatology are being developed and will emphasize laboratory courses. In 1967, 1,275 assignable sq. ft. of physical anthropology laboratory space were acquired. By 1975 an additional 1,125 sq. ft. will be required.

Undergraduate instruction in Oriental languages was initiated during 1964-65 with courses in elementary modern Chinese, "Languages of East Asia," and "Chinese Literature in Translation." A second-year intermediate course in Chinese language was offered for the first time in 1965-66; advanced courses are planned for succeeding years. Beginning courses in the Japanese, Hebrew, and Telugu languages were also added in 1965-66. Growth of the program envisages increased depth in Chinese and Japanese and possible addition of other Oriental languages as justified by need. An undergraduate major, with emphasis on either Chinese or Japanese, will be developed as soon as faculty members are added in each language. A Department of Oriental Languages will probably then be established.

Department of Art

The Department of Art offers undergraduate majors in the practice of art and in the history of art leading to the A.B., and graduate work in the practice of art leading to the M.A. Other subject offerings are art education, architectural design, photography, and museum methods and connoisseurship. Consideration is being given to offering an M.F.A. instead of an M.A. in Practice. It is expected that graduate work in art history will be initiated in two years beginning with the M.A. The Ph.D. in art history is anticipated but it is too early yet to estimate its timing. One of the department's urgent tasks is the recruiting of art historians for its present and future undergraduate course offerings and to provide additional strength for forthcoming programs. Substantial increases will be needed in financial support to improve book, slide, and print collections, and to regularize an overdue program for the systematic acquisition of art objects for educational purposes.

Undergraduate emphases in painting and sculpture, together with associated offerings in graphics and ceramics will continue to develop. An optional undergraduate program to provide pre-professional education for students interested in graduate study toward any of the environmental design professions is being instituted in 1967. As plans for graduate work in the history of art progress, the possibilities of post-graduate programs in museum training and conservation will be considered. Such programs would be conducted jointly with the existing Laboratory in the Fine Arts and Museology. It is expected that properly qualified members of the Laboratory will hold joint appointments in the department.

In general, the facilities which were provided in the art building are adequate (with minor improvements) now but soon will be outgrown. The members of the art department consider it essential that projects be undertaken immediately to provide for secure storage and additional graduate teaching space, since neither was included in planning the present building. They regard it as inevitable that graduate enrollment will be seriously curtailed by the absence on the campus or in the community of studio space. Adequate lighting and display facilities must be added to the gallery before it will be fully suited to its purpose. The gallery should be an integral part of the teaching function of the department for students in the practice and in art history must study actual works of art and not just reproductions.

The department will continue to play an active consulting role in advising the Memorial Union about its plans for a recreational art program and about the programming of its newly completed gallery. They will also work toward bringing to the campus a permanent professionally qualified gallery director to administer the Memorial Union gallery, the Art Department gallery, and a projected art museum. Galleries, their facilities, and qualified personnel are, however, expensive and so substantial increases in financial support will be needed if the department is to fulfill its teaching responsibilities fully and the campus is to serve its mission as a cultural center for its area within the state.

The projected addition to the art building, which will be needed soon to accommodate enrollment increases, should provide lecture halls with sufficient seats for art history classes. At that time bronze casting facilities in sculpture and all of the ceramics facilities should be transferred to permanent quarters. Casting and ceramics are now housed in a temporary building which poses problems of security and safety.

The increasing technical complexity which underlies many experiments in contemporary art is not generally understood. Such activities as welding, metal casting, ceramics, graphic processes, and photography involve extensive and expensive equipment accompanied sometimes by operational hazards. As interest in new materials develop, perhaps in glass or plastics for example, further technical complexity must be anticipated. Technically oriented personnel will be needed to adequately protect investment in equipment and the students working in these media. As budget permits four such positions, one each for sculpture, ceramics, graphics, and photography will be added. The department also plans to increase the holdings of books, journals, slides, and prints and to make them appropriately available for teaching and study; they feel that this will necessitate the addition of a second librarian.

The growing eminence of the department as a teaching department has been documented recently by gratuitous extra-mural professional assessments of its faculty and of its recent students. Graduate student applications come now from many states and from abroad testifying to the department's reputation. It is based on the lively and active involvement of our Practice faculty in the leading edge of developments in painting, sculpture, printmaking, and ceramics and in the imaginative professional scholarship of our historians of art.

It is the philosophy of this department to have represented on its practice faculty all legitimate positions in contemporary art and to this end it is planned to establish positions for distinguished visiting professors in the practice of art to constitute a reasonable percentage of the regular faculty appointments. The faculty in art history also needs augmentation especially to include experts in each of the fields of Western and Oriental Art and to allow for significant visiting appointments in art history and museology that will add to the strength of the departmental offerings in art history. Areas of specialization in art history can most appropriately be considered after this foundation is established.

Department of Bacteriology

This department offers courses of instruction which serve the following curricula: undergraduate major programs (B.A., B.S.) in bacteriology; a core curriculum in biology; specialized curricula, such as biological sciences, food science and technology, and nutrition; and the graduate program (M.A., Ph.D.) offered by the Microbiology Group. The undergraduate majors in bacteriology are intrinsically interdisciplinary. Both the B.A. and B.S. programs include courses in mathematics, physics, chemistry, genetics, and biochemistry. Both programs emphasize academic instruction. Thus, the B.A. program emphasizes general education in liberal arts and in the natural sciences. The B.S. program is designed specifically for future graduate study and research. Graduates from both programs most commonly undertake graduate studies or take positions in research or medical laboratories.

Three new courses have been added to the undergraduate curriculum during 1966-67: one in general virology; an introductory course on the biology of yeast, fungi, algae, and protozoa; and one in bacterial genetics. Courses have been revised and the undergraduate curriculum augmented in 1966-67 to increase the laboratory experiences for undergraduates.

The core curriculum in biology is being developed jointly with the Department of Zoology and the Department of Botany. During 1965-66, Biology I (an introductory course for majors in biological sciences) was introduced and the lower division courses in the three disciplines were revised. Additional interdisciplinary courses, both lower and upper division, are being considered.

The faculty of the Department of Bacteriology participates in the graduate group majors for microbiology, comparative biochemistry, biophysics, food science, genetics. Microbiology is the predominant graduate program in this department. The department does not offer, nor does it contemplate offering, a graduate major in bacteriology.

The responsibility for offering courses for the graduate program in Microbiology lies primarily in this department. Most of the courses taken by graduate students are those of the undergraduate curriculum in bacteriology. The lack of a comprehensive offering of graduate courses derives in part from the philosophy that the graduate program should emphasize independent study and research, and in part because of the small staff which numbered only seven in 1966-67. A more substantial offering of graduate courses and seminars is contemplated as the size of the faculty increases and proper facilities and budget are provided. One new graduate course in biology of yeasts has been offered in 1966-67. However, this course has been offered for many years in another department and, thus, the change in sponsorship does not actually augment the current program. Two new graduate seminars in bacterial physiology and bacterial genetics were also offered in 1966-67, and a laboratory section will be added to the graduate course in bacterial taxonomy.

The graduate program with 25 students enrolled in 1966-67 is at capacity in terms of both faculty involvement and space utilization. To meet the current increases in both undergraduate and graduate instruction additional faculty members are necessary in some of the existing fields of study such as bacterial ecology, taxonomy, physiology, virology, metabolism, and genetics.

Most of the graduate students in the Ph.D. programs are destined for careers in college teaching and research. Post-doctoral study is now considered a normal part of education in bacteriology, particularly for graduates desiring to become academic microbiologists. The development of study programs for post-doctoral scholars is hampered by limited space and facilities.

Research conducted in the Department of Bacteriology is only a portion of the research in this discipline on the campus. Research in applied bacteriology is conducted primarily in other departments, although it is also an important component of this department's research activity inasmuch as five faculty members of this department hold appointments in the Agricultural Experiment Station. The research of the faculty and staff of the Department of Bacteriology relates as well to such other disciplines as genetics, biochemistry, cytology, physiology, taxonomy, and ecology. This department is primarily responsible for development of research programs in microbiology, and shares with other departments responsibility for developing research programs in modern biology often called "molecular biology".

Department of Botany

The department is oriented towards the basic aspects of biology in the elucidation and interpretation of plant form, structure, and function. The objectives of the department are the transmission of facts and ideas concerning the organization, function, and evolution of plants; the extension of knowledge through research, the results of which may contribute to an understanding of life processes still unresolved; and an understanding of the relation of plants and their environment of human affairs.

The department offers an undergraduate major with programs tailored to the student's interests and anticipated career. Botany may be selected as a major or minor for the elementary or secondary teaching credential.

Course offerings will be augmented by adding new courses in the development of plant form, current experimental approaches to the biology of algae, the biology of mosses and liverworts, the ecology of individual plants and groups of plants, molecular biology, and an interdepartmental graduate course in plant physiology. The department is cooperating in three new interdisciplinary undergraduate courses on principles of biology and biological diversity.

The faculty has made major contributions to the understanding of plant structure and function, particularly of the water- and food-conducting tissues. The mechanism of food transport, although not entirely understood at present, has been elucidated. Studies of the effects of viruses on conducting tissues have been classic. Correlations between chloroplast structure and site of photosynthesis are emerging at the molecular level.

Faculty members participate in group committees that administer graduate degrees in botany, comparative biochemistry, microbiology, and plant physiology, and in a College committee administering undergraduate major programs in the biological sciences.

The subjects of present graduate teaching and faculty research include growth and development of plant tissues and organs; taxonomy and ecology of flowering plants and specialized groups of algae and fungi; plant physiology; and cell ultrastructure.

Teaching and research will be extended into molecular biology to include studies in morphology or organelles and macromolecules, processes of control and regulation at the cellular and organ levels, and paleobotany and plant evolution.

The department maintains a general herbarium, but gives special emphasis to collections of noxious weeds and poisonous plants. The collection of poisonous plants is indispensable to a course offering intended primarily for students of veterinary medicine. The herbarium staff handles each year numerous requests from the general public for plant identification. In addition the department is acquiring a museum of paleobotanical specimens that will augment the teaching and research offerings in paleobotany.

The Director of the Campus Arboretum is a member of the Botany Department faculty. The Campus Arboretum is currently being developed both as a research facility and as part of a general campus recreational area. The Director works closely with various campus committees and with the department.

The department will continue to cooperate actively with the Department of Agricultural Botany in research on basic problems of mutual interest in chemical control of weeds.

A detailed study on the expansion of the department with reference to the changing emphasis in biology has been completed by the staff. It plans to add during the next decade faculty members specializing in developmental biology, morphology, mycology, cytology, physiology, ecology, embryology and lichenology. Of these, two out of the first three should be hired within the next two years. The committee has recommended that a fully integrated one-year course in biology be introduced soon in cooperation with the Departments of Zoology and Bacteriology and perhaps Genetics and Biochemistry. A list of new courses to be introduced as the faculty increases is also developed. Among these would be a lower division course for non-majors: Spring Flora of Central California.

Department of Chemistry

The department presently offers undergraduate programs leading to the B.A. and B.S. degrees. The B.A. program is designed for students who are interested in high school teaching or in a broader survey of the physical and biological sciences than is possible under the program for the B.S. degree. The B.S. degree program meets the standards recommended by the American Chemical Society for professional training in chemistry. Graduates from both programs undertake graduate work or accept positions in industrial or government research laboratories.

The Department of Chemistry is able to provide a well-balanced research program in the major fields of chemistry. The department offers instruction leading to the M.S. and Ph.D. degrees in chemistry, and members of the staff also participate in programs leading to the Ph.D. degree in agricultural chemistry, comparative biochemistry, and biophysics.

Specific areas of research interest include molecular complexes, reaction kinetics, photochemistry, quantum chemistry, statistical mechanics, transition metal chemistry, nuclear magnetic resonance and electron paramagnetic resonance spectroscopy, organometallic chemistry, natural products, physical chemistry of biological polymers, small-ring compounds, solution thermodynamics, nuclear and radiation chemistry, x-ray crystallography, organosilicon chemistry, carbonium ion stabilities and rearrangements, and crystal spectra.

In the next few years new staff must be added to strengthen the department in the areas of theoretical chemistry, inorganic chemistry, natural products, and the fundamental chemistry of biological systems. The work in the latter field will be concerned with the chemical aspects and problems involved in biological systems; it is meant to complement rather than duplicate the functions of the department of biochemistry. Working drawings are now being prepared for an addition to the Chemistry Building which would meet the teaching and research needs of the department for the planned maximum general campus enrollment of 16,000. With the new building and anticipated faculty (44.40 FTE in 1975) the Chemistry Department will span the entire field of chemistry and it will be well constituted to participate in the interdisciplinary fields of chemical physics and chemical biology.

Department of Dramatic Art

Dramatic Art is a single fine art concerned with the creative process that begins with the writing of a script and culminates in the completed work presented in a theatre. As an academic discipline it is also concerned with the history and the theory of the art.

The department offers an undergraduate major which includes courses in history and theory of dramatic art, as well as training in the creative aspects of playwriting, directing, acting, and design. The major is designed to develop both a knowledge of the art and creative ability in it and to provide a foundation for graduate work in the field.

A graduate program leading to the M.A. degree provides specialized training for dramatic artists and for teachers and scholars. Seminars are offered in the history and theory of dramatic art and in its several creative aspects. "Creative theses," involving public performance, may be submitted in playwriting, directing, acting, and theatrical design. "Research theses," which present the results of an original investigation, may be submitted in the history and criticism of dramatic art.

The department is planning an expansion of its graduate program to provide a course of study in the history, theory, and criticism of dramatic art leading to the Ph.D. degree. Also being planned is a program leading to the Master of Fine Arts degree to provide more intensive training for those students currently on the "Creative Thesis" plan in the M.A. program.

As a part of their academic training, undergraduate and graduate students participate in productions staged by the department for public presentation in the Wyatt Pavilion Theatre and in the new Dramatic Art Building which includes a flexible proscenium theatre and a flexible arena theatre. Students also take field trips to San Francisco to see other dramatic productions.

The public service responsibilities of the department consist primarily in producing significant works of dramatic art which are open to the community at large. Special performances are presented for high school and junior college students and teachers located nearby, and colloquia are held from time to time for these students and teachers. Members of the faculty frequently visit the schools to talk with students and advise the teachers and administration on their programs in dramatic art.

Creative work and research in the history and theory of dramatic art comprise the particular strengths of the faculty. Faculty members from abroad as well as from other regions of the United States have contributed experience as actors, directors, and designers in the professional theatre. The regular faculty is augmented from time to time with distinguished visiting dramatic artists and scholars who hold temporary appointments as directors or lecturers.

The department has inaugurated a professional resident company which consists of several professional actors, members of the department faculty, and advanced students. The resident company will travel occasionally to other communities in Northern California which are not served by a professional theatre.

The department is continuing to develop ways of encouraging new playwrights. The best new plays by dramatic art students are given public performances by the department. A continuing correspondence with playwrights in more than twenty-five countries has led to the submission of hundreds of plays not previously produced in the United States. The best of these are presented by the department in public performances.

Department of Economics

The undergraduate program of study in Economics is designed to assist students to gain an understanding of the purposes, institutions, organization, and functioning of an economic system. The program meets the needs of three groups of students: (1) those seeking specialized study in economics, within the framework of a liberal arts curriculum, which will prepare them for careers in business (or other private decision-making units), government, or high school teaching; (2) those seeking pre-professional study in economics which will prepare them for graduate work in economics, business administration, law, or another professional school; (3) those students, not necessarily economics majors, who seek an understanding of economic systems to participate better in the process of social decision-making.

The objective of the graduate program is to provide specialized training in economics which will equip the candidates for careers in teaching or research in private organizations, governments, or academic institutions.

The departmental research program, which is closely integrated with the program of graduate study, is designed to develop new insights into the nature of economic systems, institutions, and operations and thus to provide a better basis for public policy decisions.

The department participates in the interdisciplinary undergraduate major in International Relations. We are also developing programs coordinate with the new field of Urban Planning. Undergraduate majors are encouraged and graduate majors are required to take courses in mathematics and statistics. All students of economics are permitted and encouraged to take courses in such related fields as agricultural economics, political science, history, sociology, geography, and anthropology.

During the last several years the department has grown rapidly in enrollments, faculty, courses of instruction, and research output. It now offers a well-rounded undergraduate curriculum, a master's degree program, and a program of study leading to the degree of doctor of philosophy. Courses of study cover the major areas of economics: economic theory, monetary economics, economic development, economic systems, economic history, international economics, industrial organization, labor economics, economics of the public sector, econometrics, and mathematical economics. It will continue to modify the curriculum from time to time in keeping with new developments in the field; for example, it recently restructured the entire offering in economic theory and expanded the program in the areas of mathematical economics and econometrics.

As expanding enrollments and increasing faculty resources provide the flexibility that comes with size, the department will offer, within the limit of its competence, additional specialized courses in subjects of social importance. For example, during the current academic year it will introduce a new course in Urban Economics. Plans are being made to introduce additional courses in regional economics with emphasis on the problems of urbanization and metropolitan planning. Further courses are contemplated in the Economics of Regulated Industries, Manpower Economics, the Economics of particular areas, and Economic Growth.

As the department has grown, it has increasingly emphasized research, and an administrative "umbrella", under which to coordinate and unify the department's research activities, will soon be desirable. Such an arrangement will also facilitate the quest for extramural funds. To this end, preliminary planning for the establishment of an Economic Research Center is now under way. The Center, which it is hoped will be organized within two or three years, will supplement the activities of such organizations as the Institute of Governmental Affairs and the Agricultural Experiment Station. It will probably increase the demands placed on the facilities of the Computer Center. The Economic Research Center will not, however, require substantial additional resources. The professional staff will, in the first instance, be coextensive with the department faculty and the Center will be the agency through which to obtain extramural funds to underwrite the faculty research effort. Space provided in accordance with normal growth of workload should be adequate. As the Center becomes a functioning organization, however, it will seek additional Research Assistants, secretarial help, and possibly two full-time research faculty positions; but these, and the necessary space, would be funded extramurally.

When the department (and the campus) reach the anticipated "steady state" in about 1975, it is expected that the department will include 25 FTE faculty and 8 FTE Teaching Assistants supported by budgeted funds. An additional 10 FTE Research Assistants and 2 FTE research faculty will be supported by extramural funds.

Department of Education

Through its teaching, research, and public service functions, the department seeks to improve elementary, secondary, and junior college instruction and to increase knowledge and understanding of the educational process. Its efforts emphasize the cooperative interdisciplinary work between subject-matter specialists and professional educators.

Under the administration of the Graduate Division, elementary and secondary credential programs are offered for the "pre-service" preparation of teachers. Each type of credential may be obtained in one of two ways, the normal student-teaching program or an internship program in which enrollment is limited. Students completing these programs are recommended by the department to the California State Department of Education, which issues the appropriate teaching credential. The credential programs are characterized by the cooperative interdisciplinary approach, the Department of Education supplying professional preparation and the academic departments providing general education and subject preparation in teaching majors and minors. These programs are coordinated by the Teacher Training Committee of the Academic Senate, consisting of eight representatives from subject-matter disciplines and one from the Department of Education.

Also available are the courses in education that enable candidates for the M.A. or Ph.D. degree in various subjects to apply directly to the State Department of Education for the junior college credential.

Originally scheduled to be offered in 1967, graduate work in the field of education leading to the M.A. degree has been delayed. When instituted, the program will be academically oriented and will include a study of education in depth and further study in subject-matter areas. Approximately half of the course work will be in academic disciplines. Ph.D. programs in two or three selected fields of education are being planned for introduction in the next four to six years.

Since 1962 significant advances have been made in meeting regional demands for improving instruction in the public schools through "in-service" cooperative projects involving the faculty from subject-matter departments, professional educators from the California State Department of Education, and personnel in the public schools. The cooperative regional approach that best utilizes resources in the University, the colleges, the county schools offices, and local school districts has been successful in improving instruction in social studies and in English. Further expansion of these efforts to meet the "in-service" needs of teachers in this area of Northern California will include extension courses, summer session courses, workshops, and demonstration schools in the public schools.

Department of English

The department offers instruction for all students in the literature of the English language and in the art of writing. It provides instruction in the art, thought, and cultural significance of English-language literature so that students will become aware of and concerned with the literary heritage of Anglo-American culture, and will be prepared to engage in vocations requiring a knowledge of literature and writing, such as the teaching of English language, writing, and literature on all levels of instruction, professional writing, publishing, and editing.

The department offers lower- and upper-division courses in writing, critical reading, language, and literature open to all students regardless of major. It provides a major in English and a special curriculum for those who wish to teach English on the pre-college level. It also provides a special curriculum for those who wish to teach English to speakers of other languages. Graduate programs lead to the M.A. or Ph.D. degrees as a general educational objective or as preparation for teaching English in colleges or universities.

The faculty believes that English-language literature written anywhere at any time is within the scope of its instructional and research programs and, although major attention is given to English and American literature, the department is also concerned with the English-language literature of other countries. Courses offered cover the complete history of English and American literature from their respective beginnings to the present. A graduate course in Anglo-Irish literature is also available. Courses concerned with the works of single authors, with literary criticism and scholarly method, with dominant themes, and with literary forms such as poetry, novel, and drama are also offered.

Students who wish to receive guidance in the writing of poetry and fiction may take special courses in creative writing that are frequently taught by poets, novelists, and short-story writers attached to the department faculty in visiting status. The department contemplates developing a creative writing program that will enable students to earn the B.A. degree with a combined literature-writing major in English.

In order that students may be able to study the history and structure of the English language, the department offers undergraduate and graduate courses in the development, grammar, dialects, and morphology of language. Faculty members are actively engaged in teaching under the auspices of the recently established program in linguistics and have taken a leading role in designing and strengthening that program.

The responsibility to conduct and disseminate creative research is met by encouraging graduate students to undertake original research and by the scholarly research and publications of the faculty. The department issues a pamphlet series, _Davis Publications in English_, which is designed to familiarize California teachers of English with the latest developments in the field of teaching language, literature, and writing. A new journal, _Eighteenth Century Studies_, will start publication in fall 1967. It will be published by the English department. One staff member serves as a consultant to pre-college teachers of English and to pre-college school administrators in matters relating to the mutual interests of the Department of English and California school districts.

Department of French and Italian

The basic objective of the Department of French and Italian is to instruct the University student in the language, literature, and culture of the field he selects.

At present, the department services four main types of students: those fulfilling the language breadth requirements for the A.B. and B.S. degrees; undergraduates majoring in French; graduate students in the M.A. or Ph.D. programs in French; upper-division or graduate students from outside the department who wish either to become acquainted with the literature through courses in English translation or to perfect skills for graduate reading examinations in other disciplines.

Those fulfilling the breadth requirement usually take the lower-division sequence of courses which include elementary and intermediate training in the four language skills: speaking, understanding, reading, and writing, as well as the rudiments of literary analysis. Undergraduate majors are required to become reasonably proficient in the language and to understand with critical sense the literary works. Graduate students are expected to have an even greater language proficiency, to study philology, and to direct their efforts toward more original findings and the development of new interpretations in literature as well as to learn the methods of literary scholarship.

One major contribution of the department consists in preparing elementary, secondary-school, and junior college teachers. The department offers an undergraduate program leading to teaching majors and teaching minors; many M.A. candidates prepare for teaching careers; most of the Ph.D. candidates anticipate entering the teaching profession at the college or university level.

The department attempts to benefit the larger campus and the community through offerings in the Extension Division, an active French Club, and the presentation of an annual series of films and lectures by distinguished experts in the fields of literature, culture, and civilization.

For the future, the department envisages both improvement of the programs currently offered and expansion into new fields of endeavor.

These aims will require additional facilities and budgets as well as staff members.

To improve current offerings, the department sees immediate need for the following: Staff--(1) a full-time person (Faculty II) to coordinate the entire lower-division program. This person would be responsible for the selection of texts, laboratory utilization, placement and proficiency examinations, and the training and close supervision of teaching assistants. (2) Teaching assistants in enough supply to make possible five contact hours per week for courses one through five. (3) a number of "language assistants," i.e., native speakers to drill lower-division students at least once or twice a week. (4) for the upper-division and graduate programs, a visiting professor of note from Europe each year. Equipment/Facilities--(1) an additional twenty-five spaces in the language laboratory. (2) a departmental library of 200 tapes, 100 filmstrips, and at least 300 records. (3) additional space for the departmental reading room, with budget for the acquisition of books, and especially periodicals. (4) adequate budgets for such specifics as an expanded series of guest lecturers and films; the production each year (by department) of one French play and one studio performance; the sponsoring of colloquia, institutes, and meetings and the bringing to the campus of art exhibits and professional theatrical or musical groups from France or Italy.

In addition to these immediate needs, the department looks forward to the inauguration of the following programs each of which will be examined critically as the time approaches when it might be feasible for its inception: (1) a B.A. and M.A. offering in Italian. For this, at least five additional Faculty I members will be required, plus a considerable augmentation of library holdings in Italian. (2) an exchange-teacher arrangement with the Ecole Normale Superieure in Paris to enable one of the department's graduate students to teach abroad each year while his French counterpart will be teaching here. This will entail budget for travel and living costs for one or the other of the grantees. (3) a year's study or research abroad for Ph.D. candidates. This plan will involve appointment for a Graduate Studies Supervisor (Faculty I) to be based in France. This person will be responsible for overseeing and facilitating research and/or graduate study in French universities and libraries. This supervisor will need salary and travel expenses.

Department of Geography

Geography as a university subject is devoted to the study of the material environments of human life. The two major domains of environments are the physical and biological characteristics of a place (the "natural environment") and their impact on man, and the modifications of the environment made by man (the "artificial environment"). The artificial environment is considered from several points of view: its composition, internal organization, and function as a system; the bearing of particular kinds of human organization and activity on the character and operation of artificial systems; the function of an artifical system within the natural context; and the impact of conditions within the artificial environment on the human being.

The aspects of environment need not be studied only as contemporary. They invite the reconstruction of past environments either natural or artificial, or both, and the prediction and guidance of future environmental development.

Typically, teaching and research in geography cut across traditional disciplinary lines, combining features of both the natural and social sciences. Most of the subject, however, is generally placed on the social sciences.

The undergraduate major program was initiated in 1961. Graduate programs leading to the M.A. and Ph.D. degrees were begun in 1964 and 1966 respectively. The major fields of research and instruction within the department are economic, cultural, and physical geography with regional specialization in Latin America, Western North America, and arid lands.

Future faculty needs have been projected on the basis of conservatively estimates and are in line with the areas of interest mentioned above. It is planned that future faculty members shall be hired according to the following tentative order of priority: cultural (specializing in Latin America), physical (biogeography), economic (quantitative methods), cartography and photographic interpretation, economic (urban geography and planning), physical (climatology); additional staff members in three main areas of cultural, economic and physical geography will be needed by maturity.

Department of Geology

The department offers a B.S. degree for professionally oriented students and a B.A. for those not professionally oriented or who wish to become secondary school teachers. Geology is also a teaching minor and an area of emphasis in the unified physical sciences major. Graduate programs for the M.S. and Ph.D. degrees are offered.

The department is growing rapidly, but expansion of both staff and curriculum is severely limited by a shortage of space. A modest expansion occurred in early 1965-66, but adequate facilities will not be available until 1969 or 1970, when Physics Unit 1 is scheduled for occupancy.

The department intends to build strength in the fields of 1) Geochemistry and 2) Paleobiology. There will be a third group of staff members in fields that form a bridge between these and which will add breadth to the curriculum. At present there are two staff members in group 1, three in group 2, and four in group 3. Group 1 will be strengthened by adding staff whose interests are in a) high pressure experimental geochemistry, b) crystal chemistry, c) low pressure-high temperature experimental geochemistry, and d) theoretical geochemistry. Group 2 will be strengthened by adding staff in a) functional morphology of marine organisms and b) biogeochemistry. Group 3 with present staff members with interests overlapping both groups 1 and 2 will be increased by adding staff in a) nuclear geochemistry or low temperature geochemistry, and b) marine geophysics. This will comprise a staff of 18. When this strength will be realized depends on the availability of new space, highly qualified staff and funds.

The effectiveness of this plan will depend on a corresponding increase in the number of non-academic employees to about 18, the acquisition of critical amounts of experimental and analytical equipment, and the further development of facilities at the Bodega Marine Laboratory. Major items of equipment such as an electron microprobe; hydrothermal, high pressure and high temperature experimental equipment; scanning electron microscope; mass spectrometer; mobile marine platform; and geophysical equipment to cost at present prices, about $600,000 will be required. Much of this is, and will continue to be sought from extra-mural sources. Full time technicians for the operation and maintenance of equipment should be supplied by the University. Attempts will continue to increase the support budget per faculty FTE to the required level.

The training of geologists through the Ph.D. level will increasingly depend upon the curricula in Chemistry, Physics, Mathematics, Zoology, and Genetics. The department is cognizant of the strength on the campus of curricula in Engineering, Water Science, and Soils and Plant Nutrition, and will be prepared to enter interdepartmental programs of research and education in basic scientific programs with any of these or other appropriate departments.

Current research in the department is concerned with the genesis of high grade metamorphic rocks of northwestern Maine; the plutonic rocks of the Sierra Nevada; the Tertiary stratigraphy of the Sierra Nevada and the structure of its east front; structure and stratigraphy of the Great Basin (Nevada); the ophiolites of Greece; the genesis of marine sands and sandstones, the genesis and morphology of carbonate sedimentary rocks; and the evolution and ecology of marine Tertiary faunas along the Pacific Coast of North America and other parts of the world.

Projects soon to begin here are the study of marine nannoplankton, both fossil and living; the morphology and genesis of the ultra mafic rocks of the Sierra Nevada and the Coast Ranges; and studies of Cretaceous and Cenozoic floras, the evolution of the plant biota and their ecology, especially those of Western North America. The paleoclimatology and paleogeomorphology of the region are important elements of the last mentioned study.

Department of German and Russian

The basic objective of study in German and Russian is to instruct the University student in the language, literature, and culture of these two linguistic areas. The undergraduate program of each major requires the student to become reasonably proficient in a language and to understand with critical sense its literary works. In graduate work, the emphasis shifts to the discovery of original findings and the development of new interpretations.

In addition to the undergraduate majors, graduate programs leading to the M.A. and Ph.D. are offered in German. Preparatory to the undergraduate major are lower division courses (or their high school equivalents), including elementary and intermediate language training in speaking, writing, and reading, as well as in rudiments of literary analysis. The M.A. and Ph.D. programs require intensive studies in Germanic philology and literature.

The major contribution of the department on the undergraduate level consists in preparing elementary, secondary school, junior college teachers; and in providing language training to satisfy the foreign language breadth requirements. Courses in "German and Russian literature in English translation" are also provided for students from all departments and colleges. The M.A. program in German serves two kinds of candidates: those who want to perfect their training for teaching careers and those who intend to obtain a Ph.D. Most of the Ph.D. candidates in German enter the teaching profession at the college or university level.

It is anticipated that, effective July 1, 1968, the Department of German and Russian will be divided into two separate departments, of German and of Russian respectively.

Department of History

Although the Division of History first offered courses on the Davis campus in 1936, a sufficiently broad program to provide a major came only with the establishment of the College of Letters and Science, and the department, in 1951. Since then expansion has accelerated, in number of students and of staff, and in breadth and depth of offerings. A most important step was taken in 1961 when the staff, previously composed exclusively of specialists in the history of the United States and Europe, was enlarged to include a specialist in Latin-American history. Since then another man in that field, as well as two in Chinese history, have further broadened the department's outlook. Increased depth is indicated not only by the addition of specialists but also by the inauguration of programs for higher degrees, the Master of Arts in 1958 and the Doctor of Philosophy in 1962.

The department's program for undergraduates seeks to help them acquire a broadly based education by encouraging extensive, discriminating reading and much practice in writing. History is concerned with all human experience and serves as a bridge between disciplines. It tries to place human experience in its context, both then and now, and thereby contributes to an understanding of literature, the arts, religion, philosophy, and the social and physical sciences. The department thus tries to prepare students to meet their social responsibilities by teaching them to look at current crises in historical perspective and to be constructively critical, especially of over-simple solutions to complicated problems.

The department's program is, then, first of all, designed to advance the general education of as many undergraduates as possible, and is only secondarily vocational. The major is directly useful to prospective teachers of history; it is particularly valuable as a foundation for graduate studies, and it contributes importantly to a number of professional and semi-professional fields such as law; the diplomatic, consular, and other civil services; and the administrative and executive sides of business and industry.

The graduate program in history prepares students for active careers in research and teaching, as well as for responsible positions in government and in such institutions as museums and libraries. The overriding emphasis, however, is on training in research and teaching because historians believe so strongly in the fundamental importance of history; in the necessity of obtaining, through research, deeper and truer knowledge of our past and present; and in the urgency of disseminating as widely as possible, by puclication and teaching, truer comprehension of our past and present. To accomplish these objectives historians must concentrate on perpetuating and enlarging the corps of scholars well-trained in historical research, writing, and teaching.

Although for convenience history is divided in many ways: chronologically, geographically, and by emphasis on subjects such as politics or religion, it is truly a single entity and is weakened when whole segments of it are neglected or ignored. Hence, the department's primary goal is developing those segments now inadequately supported in its program or missing from it. Accordingly, the department plans soon to add specialists in the following areas not now represented: the classical period (Near East, Greek, Roman), early medieval Europe, medieval and contemporary England, Italian Renaissance, Spain, modern Italy, recent Germany, modern Economic, and U.S. diplomatic, constitutional, and economic history. The department must also be strengthened in the Latin-American, East Asian, and western U.S. fields. Somewhat lower priority, partly because of library problems, is assigned to other missing areas, such as Byzantine, Indian, Persian, Balkan, and African history. Specialists in paleography are not now contemplated. Thus, the department plans to stress initially further development of the major segments of European, American, and Asian history in which it already has varying degrees of strength, both in staff and library holdings.

Close collaboration with other departments will continue, strengthening both history and the other disciplines, notably the language programs (Russian, Oriental, Portuguese, etc.). Because of the scope of history's field and its consequent vast need for books and other library and museum materials, the department benefits from the strengthening of other departments and keeps closely in touch with such departments as English, French and other literatures, economics, political science and the other social sciences, and art and music, in its efforts to build the library and in planning fulfillment of its own program, which must be related to the realities of library growth.

The department has fostered the development of the agricultural History Center and the editorial sponsorship of the journal *Agricultural History* and will continue to support these activities. At present the department has released two of its faculty for one-third time each to the Center, one as editor and the other as assistant editor of *Agricultural History*, and when a suitable appointee can be found for the directorship of the Center, plans to release another position half-time. While continually studying the desirability and practicability of initiating other research and publication entities, such as a Center for Early Modern European History (with a journal) and an Oriental History Center, it has no firm plans in these directions yet.

Department of Mathematics

The undergraduate and graduate majors in mathematics are built around a core of fundamental courses and permit the student to specialize in pure mathematics, applied mathematics, or probability and statistics. The department offers a sequence of courses leading to a teaching minor in mathematics.

No fundamental changes are anticipated in the existing programs, but as the staff grows additional specialities may be developed and the offerings in logic will be expanded. The department plans to increase its offerings in probability and statistics. In 1966-67 a new graduate course in stochastic processes, with special emphasis on applications in biology, genetics, physics, and engineering has been added. It is particularly appropriate that at Davis the emphasis on research in mathematical statistics should be in these fields and in experimental design, since they have major applications to biological, agricultural, and social sciences and to engineering research. Much of the stimulus for mathematical research, both applied and pure, is inherent in the dependence of biological and social science research on mathematics.

Because of the large and important new applications arising from the advent of the modern computer, courses in computer science have been added and more will follow, so that mathematics majors may emphasize computer science in their training. Courses in numerical analysis and numberical statistics have been modified or given a change in emphasis to take advantage of the capabilities of fast computers. A cooperative program with the College of Engineering is under way to dedevelop those parts of computer science which are primarily mathematical in nature.

To facilitate and focus the search for and administration of research funds for graduate students and faculty, the department is considering the establishment of a mathematical applications laboratory within the next five years.

Given the projections of growth in students and faculty in the department to twice the present number in the next ten years, it is expected that a separate department of statistics and possibly a department of computer sciences will be established.

Department of Military Science

The Department of Military Science offers a course of study designed to enable selected students to earn either a Regular or Reserve Commission as a Second Lieutenant in the United States Army upon completion of baccalaureate degree requirements. Credit to be allowed toward all baccalaureate degrees for military science is variable among the several colleges and schools.

The teaching of military science places emphasis on the techniques of leadership and command, military teaching methods, tactics, logistics, administration, and military justice. Practical leadership and command experience combined with weapons training is provided at a six-week summer training camp between the junior and senior year.

Department of Music

The undergraduate curriculum of the department, broadly based in the traditional areas of musical creativity, scholarship, and performance, includes the theory and composition, the history, and the performance of music. Instruction emphasizes the many and varied possible approaches to the musical work of art through an amalgamation of these three areas.

During the spring semester, 1966, the department began offering tutorial vocal and instrumental instruction by distinguished performer-teachers through University Extension. Undergraduate music majors will be encouraged to begin or continue the study of voice or an instrument. Credits gained in such study will be accepted by the department as partial fulfillment of the performance requirement for the A.B. in music. The department plans to add tutorial instruction in voice and instruments to its present curriculum as soon as performance facilities and staff permit. It will continue to emphasize its concern with the performance of music as an integral part of the study of music by adding courses devoted to performance practice.

In graduate study leading to the M.A., the student may specialize in either historical musicology or composition, both of which require music theory, music history, and performance. The department plans to widen the scope of present fields of study and to add courses in new ones. Courses in the analysis and criticism of individual styles of composers are under consideration.

The department will eventually develop and seek approval of a doctoral program that will permit students to specialize in historical musicology or composition. The purpose of the doctoral program in musicology is to provide nascent scholars with a working command of each of the major fields of music history and to enable them to develop their own powers through intensive exploration of a limited area. The doctoral program in composition will be designed to provide young composers of merit with advanced training and will ensure a broad historical and theoretical base for their creative work. New courses that would be added for the doctoral programs are history of music theory, problems in the editing of musical texts, advanced topics in music history, and topics in twentieth century music.

In composition the creative efforts of the faculty are often directed toward experimentation with new techniques. Scholarly research in historical musicology, including the history of music theory and analysis, is carried out by both the composers and musicologists on the faculty. Since a musical composition exists only in performance, performance itself is an integral part of research in music. Individual faculty members, faculty groups, and student groups perform frequently on the Davis campus and elsewhere.

Study and research in the Department of Music will continue to emphasize, with increasing scope and depth, the inter-connectedness of Music Theory, Historical Musicology and performance. A visiting artist-in-residence program was started in 1967 which will permit distinguished performers to teach and perform on the campus.

The department is exploring the possibility of establishing an Institute for the Study and Performance of Contemporary Music. The Institute would enable scholars, composers, and performers to study advanced performance and compositional music; it would facilitate the circulation of new music among students, composers, scholars, and performs on an international basis; and it would offer facilities for study and performance of new music to faculty and students on other campuses of the University of California.

Department of Philosophy

The Philosophy Department at Davis has been offering undergraduate instruction since 1952 and graduate work since 1964. On the Davis campus, philosophy is not compulsory except in the sense that all philosophy courses satisfy the Humanities requirements of the College of

Letters and Science and other Colleges. The department prefers this arrangement to one in which students are compelled by regulations to take one specific course or sequence of courses in philosophy, because it is believed that it preserves an atmosphere of good will on the part of student and teacher that is sometimes hard to achieve in compulsory courses. Philosophical reflection presupposes a special sort of interest that will carry the student over his initial bewilderment in a field so relatively abstract as philosophy. It is recognized, of course, that such interest can be 'artifically' generated in an introductory course, and also that few students have had any exposure whatever to systematic philosophy (although there are signs that some honors English sections in California high schools have managed to arouse student interest in Plato and other philosophical authors). Accordingly, there is offered each quarter of the year an introductory lecture course in philosophy which is aimed at the non-major and only indirectly at the prospective major.

In general, however, the members of the department plan to keep its size and its program within a rather modest scale (never many more than 24 graduate students or 30 undergraduate majors). The chief reason for this policy of restraint is that they hope to achieve within their discipline a balance between the historical approach to philosophy, with the depth and perspective it alone can give, and the analytical or creative approach, with its freshness and vigor. It has been noted that in those departments which grow as large as 20 faculty members or more there is a tendency to splinter into separate groups with distinctive convictions, segregated along these or comparable lines. It is hoped that this tendency can be counteracted by keeping the program at Davis select and small. It is the intention of the department that the students will show competence both in historical scholarship and in philosophical agrument.

In line with this intention, therefore, a limitation on most undergraduate classes to 35 students and of graduate seminars to 10 is favored. This means, of course, that the course offerings will have to be plotted very carefully over the years in order that the staff may be deployed in the most effective way. In the recent past there has been a conscious (and for the most part, successful) attempt to keep the department student/faculty ratio at the level of 16 to 1. With the advent of graduate work and with the special demands of instruction in philosophy, it is desirable that a lower level than 16 to 1 should be attained. Nevertheless, the department will endeavor to maintain the policy of offering at least one large lecture session per quarter to be taught by a ladder faculty member (preferably a senior person). It should be pointed out, in this context, that the Davis Philosophy Department offers only a one-term introductory course, in contrast to most campuses of the University, which offer a two-term sequence (with both terms of the sequence sometimes being required for Humanities credit). The notion of the department is that a student who finds philosophy rewarding, even on such a brief exposure, should then proceed immediately to the other lower-division courses (Logic, and a 3-term sequence in the History of Philosophy) which are required of all philosophy majors. By offering this one-term introduction, a larger proportion of the undergraduate body is reached than would be possible if the department was required to staff a 2-term sequence. As things stand, the department is still able to put experienced instructors into the basic History of Philosophy sequence and into Logic.

Besides the major introductory section of Philosophy 6, it is proposed that the department will continue to offer, to the extent that staff is available, smaller (30 to 35 students) sections taught either by junior faculty or by Associates in Philosophy (to be chosen from among the advanced Teaching Assistants who have demonstrated their teaching ability in discussion sections with a senior faculty member).

Finally, attention might be called to the Freshman Seminar, introduced in 1966, which is limited to a dozen freshmen who have expressed a special interest in philosophy. The purpose here is not so much to make early converts to the Philosophy major as to encourage a more personal and informal relationship, not only of students with a faculty member but also among freshmen students themselves, who are often lost in large lecture courses during their first year. This innovation has had the enthusiastic support of the Davis administration and will be continued. At the other end of the undergraduate career, it is proposed that a Senior Seminar be installed which will bring together all the philosophy majors for a common course. This, however, will require implementation.

It seems clear at present that the plateau of enrollment envisaged will be reached much more quickly than had been expected, and the Philosophy Department should be brought up to its ultimate strength within the years 1968-1970. Otherwise the desirable objectives and features of the program cannot be fully realized.

Department of Physical Education

The department offers programs in physical education, leading to the A.B. and M.A. degrees, which prepare teachers of physical education. It conducts, also, programs of intercollegiate and intramural athletics and supervises student and faculty recreation programs. The efforts of the faculty are directed toward imparting to the student a scientific understanding of man as an individual, engaging in the motor performance of his daily life and in other motor performances yielding aesthetic values or serving as an expression of his physical and competitive nature.

Courses in the basic disciplines are prerequisite to upper division courses in physical education. Principle courses and subject matter in the major include kinesiology and body mechanics, physiology of muscular activity, neuromotor coordination, the kinesthetic sense, motor learning and transfer, emotional and personality factors in physical performance, and the role of athletics, dance, and other physical activities in the culture, both historical and contemporary.

The A.B. degree, first offered in 1958, was reorganized in 1963 to give equal emphasis to the biological and psychological aspects of physical education. A master's degree program, instituted in the fall of 1966 complements and augments the undergraduate courses of study. Instruction for the Ph.D. degree is planned for 1970; this will be an interdisciplinary program involving the participation of faculty members from such subject areas as medicine, physiology, psychology and sociology. New courses in outdoor education, rehabilitation, therapeutic exercises, physiology of exercise and the psychological aspects of sports will be added as needed.

The members of the department are conducting research in several areas. Research in the psychological aspects of physical performance is concerned with the motivational aspects of motor performance, while that dealing with the sociological aspects is concerned with the personalities and attitudes of individuals engaged in physical performance. Research dealing with the physiology of exercise considers the effect of environmental temperatures on physical condition, and the nutritional and metabolic factors of fitness and activity. Other areas are the study of body composition (fat), respiratory function, and cardiovascular efficiency changes, and the problems of the prevention of injury in exercise.

The program in intercollegiate athletics offers students the opportunity to participate in baseball, basketball, cross-country running, football, golf, rifle, swimming, tennis, track and fields, water polo, and wrestling. It is anticipated that crew, cycling, fencing, gymnastics, rugby, sailing, skiing, soccer, and volleyball will be added by 1975.

Intercollegiate competition in certain sports is now available for women under auspices of the Women's Athletic Association. Swimming, field hockey, golf, and gymnastics will probably be added by 1968 or soon thereafter. Fencing and volleyball will be added when other colleges and university in northern California develop similar programs. Another important activity of the department is the administration of an extensive intramural and recreational program for students, staff, faculty, and their families.

Plans for the additional facilities necessary to accommodate present and future needs of the department insofar as the teaching, research, intramural, recreational and intercollegiate athletic programs are concerned are in the hands of a Campus Building Committee. These plans, along with the present facilities, include enough indoor and outdoor space to take adequate care of the department for some time to come.

Department of Physics

The teaching of physics at the undergraduate level requires courses for students who intend to major in physical sciences, biological sciences, engineering, agriculture, and liberal arts. Because of the formal nature of the subject matter and the varying backgrounds and interests of students, a number of separate courses, particularly at the lower division level, are offered. Graduate courses are designed primarily for students seeking the M.A. or Ph.D. degrees in physics. Students who have completed the graduate program teach in a university, college, or junior college, or accept employment with university, governmental, or industrial laboratories.

Research in physics is divided into theoretical (or mathematical) work and experimental work. The graduate student must choose one of these major divisions and also decide upon some specialized field in which to pursue research. The main research specialties include the study of fundamental particles (high-energy physics), nuclear physics, quantum electrodynamics, solid-state physics, atomic physics, low-temperature physics, and magnetohydrodynamics.

Undergraduate programs in physics may lead to either the B.A. or B.S. degree, and graduate programs are offered, leading to the M.A. and Ph.D. degrees. The basic framework of the course structure offered by the department is reasonably complete at the undergraduate and graduate levels. The main need is to provide greater diversity in the undergraduate major program, closer contacts between students and faculty and to offer more specialized courses at the graduate level. About one such new course or seminar per year will be added for the next few years. Lower division courses will be revised and kept up to date but will continue to be offered within the same course structure. Representation on the interdisciplinary biophysics group will be maintained. The department will continue to develop the mutual interests existing between its staff members and those in the Department of Applied Science in the College of Engineering.

The major experimental fields of research now being pursued are high energy particle physics, nuclear physics, atomic physics via atomic beams, and solid-state physics (magnetic resonance). Theoretical work is being carried out in nuclear physics, magnetohydrodynamics, many body quantum mechanics, statistical mechanics, and quantum electrodynamics. The users group in high-energy physics has recently been initiated and will take advantage of the existing high-energy accelerators (two of which are nearby at the Lawrence Radiation Laboratory and the Stanford Linear Accelerator Center) and the new ultra high-energy accelerator.

The Crocker Nuclear Research Laboratory has been established as an organized research unit. Its development, program, and facilities are described in the Organized Research section. The nuclear facilities included within the Crocker Nuclear Laboratory constitute a major portion of the research facilities presently used by the Department of Physics.

Research in the future cannot be anticipated in detail because of the unexpected nature of research, but it will continue to expand and to emphasize the areas discussed above. The research programs in this Physics Department are relatively new, especially experimental research. The present rather substantial program (largely funded by A.E.C.) is just getting into operation within the past two years and some aspects await the routine experimental operation of the new 76-inch cyclotron--a matter of a few months.

The teaching of astronomy has been initiated, with the offering of two introductory undergraduate courses. The astronomy teaching program will be carried within the Department of Physics for several years. Staff members with interests in radio astronomy, astrophysics or closely related fields may be sought. If the need is clearly demonstrated, a department of astronomy may someday be established.

A new physics building is scheduled to be completed in 1969-70, and an addition to the Crocker Nuclear Laboratory is planned for completion soon thereafter.

Department of Political Science

The Department of Political Science was organized as a separate unit in 1960. Student enrollments have grown rapidly since then and the size of the faculty has increased substantially. In 1965 the department accepted its first Ph.D. applicants.

The teaching functions of the department are intended to contribute to the liberal education of all students, to provide education for free and responsible citizenship, and--particularly at the graduate level--to train students for professional careers in teaching, research, and administration. A variety of courses is offered in all of the recognized fields of politcal science. These fields are American government, politics and parties, public law, public administration, political theory, international relations, and comparative government. Course offerings are now adequate in most of these fields to serve the needs of undergraduate students. However, additional courses emphasizing area studies in the fields of comparative government and international relations are a continuing need and enjoy high priority in projected development. In the next three years courses focusing upon Lating America, Southeast Asia, and the Middle East will be introduced. The department also plans to introduce in 1967 a special course in the field of California government and politics. This course will draw heavily upon public officials in Sacramento as guest lecturers, and it is contemplated that undergraduate students throughout the state will be invited to participate. At the graduate level, additional course offerings in all of the foregoing fields are planned.

During the winter quarter, 1969, the department will participate in the Sacramento Program which will augment the departmental program through seminar courses with State legislative, judicial and executive offices, as well as lobbyists and journalists. Under this program students will also undertake a directed research project and may participate in an optional summer internship program.

Research projects within the department are varied, both with respect to subject matter and methodology. Current projects include studies in local and state government, national government and politics, public policy formation, the politics of water development, constitutional rights, American political theory, and various problems bearing upon foreign governments and international politics. The department participates in the undergraduate interdisciplinary major in International Relations, and a member of the department administers this program. During the last three years, the department has, in various ways, been closely associated with the Institute of Governmental Affairs, whose Director is a member of this department. Another senior member of the department is currently the Director for the International Agricultural Center. One member of the Department is presently Director of an NDEA Institute in Civics: Comparative Communist Studies, to be held summers on the Davis campus. Planning is under way for creation of a center or institute for the study of comparative communist institutions and idealogies.

Department of Psychology

Psychology is both a social and a biological science, a duality which is reflected in the instructional and research programs of the department. The undergraduate major program requires work in both areas, and the core of courses required in the department ensures training in both. The elementary courses are organized so that a course in biological foundations or behavior and one in social foundations follows the basic course in behavioral processes. The undergraduate curriculum is largely comprised of courses that fall within the following groups: general psychology (sensory processes, perseption, learning, and motivation); biological psychology (comparative and physiological); and social psychology (developmental, social, personality, abnormal, and clinical). In addition, the department offers specialized topical upper division courses outside the core areas, such as psycholinguistics, sensory processes, and psychology of consciousness. The projected doctoral program is similarly structured to provide both social and biological orientations. Instruction at both the undergraduate and graduate levels emphasizes the scientific study of human and animal behavior.

A graduate program for the M.A. degree, initiated in 1964, features a one-term preceptorship under which a student works directly with a faculty member on a research project already under way. A graduate program leading to the Ph.D. degree is being planned to start in the fall of 1967. Operating a growing graduate program obviously entails continual staff increases; these are reflected in the estimates of faculty needed in psychology. Formal graduate courses will be kept to a minimum; instruction will proceed primarily by means of specialized topical seminars in such frontier areas as behavioral genetics and timely problems in perception.

Plans for development of research focus on two major areas, experimental personality and comparative and physiological psychology. New faculty with specialization in these areas will be appointed, and during the past few years laboratory space and facilities for major research in both areas have been provided. These appear adequate for routine expansion in the next three years. At such a time that the Department is able to attract a senior-level ethologist, a major equipment and facilities expenditure is anticipated ($40,000). Because of the strength of the biological sciences on this campus, unusual opportunities for cooperative research are afforded. Joint appointments have, for example, been made or joint projects conducted with the Departments of Anatomy, Food Science and Technology, and Entomology. Similar arrangements are planned with the National Center for Primate Biology and the Department of Poultry Husbandry. Close liaison is also maintained with the staffs in the Nursery School and the Counseling Center. These interdepartmental endeavors make available a wide range of subjects for behavioral studies. Current research projects involve, besides the usual "college sophomore" and white rats, bees, dolphins, sheep, dogs, and fruit flies. In the near future it is hoped that the Primate Center will provide an additional source of subjects.

Department of Rhetoric

The Department of Rhetoric was established on July 1, 1966, assimilating the existing speech courses and offering an undergraduate major in Rhetoric. It is at present the only department of its kind in the country.

The instructional program begins with elementary public speaking at the lower division level, and proceeds in the upper division to four series of courses in the history, theory, and criticism of rhetoric and public address. A total of fifteen upper division courses is offered. The major program, which culminates in a required Senior

Proseminar paper under a committee of three faculty, is designed to provide the student with a broad humanistic background as preparation for study of contemporary theories of oral communication. Moreover, the undergraduate major student is encouraged to take complementary courses in related disciplines to broaden his understanding of the role of the rhetorical tradition in Western civilization.

The department is preparing a proposal for an M.A. program in Rhetoric which would admit its first students in the fall quarter of 1968. Because of the unique nature of the rhetoric curriculum at Davis, entering M.A. candidates will probably be required to take several existing background courses at the upper division level before undertaking graduate level courses. As a consequence, a complete M.A. program can be offered with the addition of only eight new courses in the 1968-69 school year. Assuming approval of an M.A. sequence beginning in 1968, the department would hope to provide for the Ph.D. by 1971.

Staff needs, based on factors of projected enrollment increases and new programs, may require the addition of an average of at least one additional faculty member each year for the next several years. Enrollment in the basic lower division speech courses, for instance, had increased almost one hundred per cent between the 1963-64 academic year and the 1965-66 year. It was anticipated that changing the name of the department from Speech to Rhetoric would cause a temporary drop in lower division registration because of student unfamiliarity with the new name. Since the name change occured at the same time as the switch to the quarter system, the enrollment drop was actually greater than anticipated, although the quarter-by-quarter enrollment increases during the 1966-67 academic year indicate that this drop is of a temporary nature. It is also anticipated that the abolition of the English 1A-1B course requirement in the College of Letters and Science will result in an increase in the number of lower division students electing Rhetoric 1A-1B.

Department of Sociology

Since 1963, when its present rapid growth began, enrollment, courses of instruction, faculty, and intellectual productivity of the staff have steadily expanded. An undergraduate major was established in 1959 and a master's degree program in 1964; the department began a Ph.D. program in the fall quarter of 1966. In addition to the B.A. in sociology the department administers an undergraduate major for students interested in the field of social welfare.

The general aim of the curriculum in sociology is to assist students to achieve an understanding of human society through the study of social interaction, social organizations, and social institutions. The comprehensive undergraduate program is oriented toward several groups, for each of which it has a somewhat different purpose. For non-majors it has a general humanistic purpose as part of a liberal education, helping students to greater social awareness and to more effective participation in public affairs. The department-administered social welfare program is designed also to prepare students for admission to a professional school of social work. In addition, it provides a major subject for three distinct groups. One group consists mainly of students preparing for careers in social agencies. Another group aims at careers in government, secondary school teaching, and business. A third group is preparing for admission to graduate study in sociology.

The aim of the graduate program is to train students for careers in business, government, research agencies, and higher education. The fields of instruction and research on which the department has so far laid great emphasis are those concerned with major social institutions such as the family, religion, education, and the instruments of public government. In addition, the department is one of the few in the country that offers special training in the sociology of popular culture, art, literature and the social functions of intellectual elites. The department is also enlarging its traditional strength in the field of deviance, which includes studies of crime, delinquency, alcoholism, mental illness, and other forms of social pathology. Other specializations, such as urban sociology and race relations, will be developed when additional staff is appointed.

The research of the department's faculty is related to its instructional program. Among the major research projects under way are those concerned with the social significance of museums, the place of adolescents in the social structure, the relations of birth order to social attitudes, the practices of juvenile courts, the California civil service, and social aspects of non-verbal communication.

Over the past three years the department's undergraduate course offerings have about doubled. Six new graduate courses were added in 1964-65 in connection with the inception of the M.A. program. The undergraduate curriculum will continue to grow, albeit at a slower pace; graduate offerings will expand as graduate student enrollment increases and new faculty are added.

The department now participates in interdisciplinary programs and expects to expand this participation. Joint appointments with the Institute of Governmental Affairs and the Berkeley Center for the Study of Law and Society are held by two members of the staff. Others are or will be, associated with such research organizations as the Center for Slavic Studies and the Center for Asian Studies on the Berkeley campus. The sociology of law is one of the fields the department hopes to emphasize increasingly in the future, and preliminary talks have already been held with the Dean of the Law School with a view toward cooperation. The department has recently appointed a senior faculty member with a specialization in medical sociology and has added a course in this field to its upper division curriculum. This combined with the department's continuing interest in mental illness may become the basis for future cooperation with the School of Medicine.

Department of Spanish and Classics

The Department of Spanish and Classics was established on July 1, 1965, after a three-way split of the former Department of Foreign Languages. It offers instruction in Spanish, Portuguese, Latin, Greek and Sanskrit. Elementary Portuguese was introduced in the fall of 1966 and upper division work in Brazilian literature will begin in the fall of 1967.

The M.A. in Spanish was introduced in 1962 with ten students currently enrolled in the program. Five students have so far been awarded the M.A. degree. The department proposes to offer a program of studies leading to the Ph.D. degree in fall of 1967 and several inquiries are already on file from prospective students. The department plans, in the next two or three years, to strengthen the graduate offerings by recruiting two additional specialists; one in Spanish Linguistics and one in Literature of the Golden Age. Additional associates in Spanish and teaching assistants will be needed to handle the lower division expansion.

On the Classics side, majors are offered in Latin and in Greek. In the fall of 1967, it is expected that the classics staff will have tenure personnel and that a Master's degree in Latin will be proposed; student interest, in such a program has been shown since 1965, both by recent Davis graduates and by graduates from elsewhere. The classics staff already contributes to the M.A. program in Linguistics by offering upper division courses in Sanskrit and a graduate course in historical linguistics. Archeological courses will be added soon to enrich both the undergraduate major and the proposed master's program in Latin.

Department of Zoology

The objectives of the department are twofold: 1) To offer an appropriate range of courses in fundamental areas of zoology to provide academic training at the undergraduate, graduate, and postgraduate levels. Undergraduate and graduate majors are offered leading to the B.A., B.S., M.A., and Ph.D. degrees. 2) To conduct an active program of basic research.

Functionally, the department emphasizes two broad fields of teaching and research. The first ranges from population dynamics through ecology and behavior to ecological physiology. The second includes the related experimental fields of developmental, cellular, and molecular biology and physiology.

In addition, the department now participates in the following organized research groups or academic units to supervise interdisciplinary graduate study programs: Anatomy Group, Animal Physiology Group, Biophysics Group, Genetics Group, and Nutrition Group. An Ecology Group and a Behavior Group are now in the process of formation.

In the summer of 1966, the Institute of Ecology was established. Although the institute is a campus wide organization, because of the nature of its endeavors a number (four at present) of the zoology faculty members are involved in the research activities of this institute and are conducting research under its aegis. Each of these has graduate students who are involved in research programs relating directly to the aims of the institute.

The faculty are also involved in developing teaching and research programs at the Bodega Marine Laboratory.

At present the faculty consists of 17.50 FTE Faculty I and 2.00 Faculty II for a total of 19.50. It is anticipated that, as the campus student population at both the graduate and undergraduate levels increases in the years ahead, the faculty personnel must correspondingly increase. Based on current projections it appears that by 1976 a total of at least 31.50 FTE Faculty will be needed. The two broad fields indicated above will continue to represent the major concern of the department, and new staff members should be added to give more complete coverage than is presently possible. In many areas such as limnology, biomathematics, behavior, ecological physiology and certain areas of cellular and molecular biology, the present staff can be termed skeletal in nature and there exists a clear need for additional staff to complement and enlarge the appropriate offerings in these fields for both undergraduate instruction. It is planned that future appointments will be sought in these areas and also to provide for increased enrollments in lower division classes.

THE GRADUATE SCHOOL OF ADMINISTRATION

In 1962 The Regents approved, in principle, the establishment of a Graduate School of Administration on the Davis campus. Formal approval was received in 1966. A committee has been appointed by the Chancellor to consider the structure and preliminary planning for the new school.

With the continued growth in the size and complexity of large-scale organization in both the public and private sectors, and with the increasing bureaucratization of more aspects of modern societies, there is going to be an increased need for administrators, men with generic types of skills, trained to cope successfully with the exigencies of organizational life in an increasingly complex and interdependent society.

In terms of future business enrollments (both undergraduate and graduate), while the possibility must be considered that the ratio of business administration to all college students may decline, those who are knowledgeable on this subject predict that the absolute number of business administration students is certain to rise further and thus increase the pressure on already strained facilities. While the national output of doctoral degrees in business administration was approximately 150 per year in the early 1960's, it is estimated that new faculty requirements will shortly be 1,000 per year. To the extent that the new school at Davis can assist the state and national effort in meeting these needs, the establishment of the business administration program will be justified.

The proximity of the Davis campus to Sacramento provides a unique opportunity for the development of a strong public administration program within the school. Two groups of students should profit by this closeness to the State Capitol: (1) the incoming graduates whose studies of theory can be augmented by a taste of the political process in action, and (2) those civil servants who find the new school an opportunity to pursue mid-career training. The Davis campus can offer the prospective public administration student, whether he be fresh from undergraduate training or a participant in mid-career training, a program strengthened by the presence of the Institute of Governmental Affairs, the new School of Law, and well-developed programs in the social science departments. The existing eminence of agricultural instruction and research on the campus should attract those whose interest is in the managerial areas of agriculture (both national and international), including the development and use of natural resources generally.

Structure of the School

There will be a single Graduate School of Administration with two divisions--Business Administration and Public Administration.

The field of business administration is fairly traditional by now and the curriculum is reasonably standardized. This does not, however, imply that much room for innervation does not exist. It will be necessary to maintain a reasonable balance between quantitative and qualitative courses, and to avoid the danger of the domination of the school by the business curriculum. Care will be taken to avoid an excess of elementary descriptive courses in quantitative methods, and to maintain appropriately high levels of academic and professional instruction. The increasing need of educational institutions for trained administrators, both academic and non-academic, can be met adequately by general training in administrative skills supplemented by three or four graduate courses or seminars dealing specifically with the administrative problems of educational institutions.

It is likely that a substantial proportion of the students in public administration will be mature persons in mid-career who came back to the University for the training they need to "keep up with" new developments in their own professions and occupations.

Curriculum

The students will normally follow the core curriculum in the first year and specialize in one of the two divisions in the second of the two years of study for the master's degree. The core curriculum emhasizes not only the quantitative subjects (accounting, statistics, mathematics, etc.) necessary for the analysis of given administrative problems, but also the sorts of courses in the nature and functions of administrative structures and behavior designed to develop administrative leadership and to help prevent the tendency of such schools to deteriorate into trade schools. The first-year core curriculum includes more courses than students could normally be expected to carry over three quarters, but it is presumed that most students would have already had at least some of these courses or their equivalents in their previous education.

Possible second-year curricula have been discussed for the various areas of administrative study, the primary objectives being to place the core curriculum in proper perspective and to evaluate the degree to which second-year courses might be common to several fields. The details of the school's curricula, particularly beyond the first year, will be considered further when the Dean and his faculty have come into residence. Matters of curriculum will be discussed in depth, with potential candidates for the deanship to insure a commitment to academic excellence as well as an understanding and appreciation for the similarities and differences between public and business orientation.

Relationship to Existing Programs

The campus is fairly rich in resources which can intellectually nourish the School of Administration and help avoid duplication of course content. The use of joint appointments is attractive, and there are a wide variety of existing courses in different departments on the campus that would be relevant to the education of one or another variety of the administrators we expect to train. Although care should be taken to avoid the possibility of departments attempting to "unload" some of their unwanted courses onto the School of Administration, there is considerable merit to the idea of crediting relevant upper division and graduate courses in academic departments as acceptable parts of the school's curriculum. These matters will be explored and solved by the person selected to serve as Dean.

Projected Staffing and Enrollment

It now appears that the initial funds requested in the 1967-68 Regents' Budget to provide for the appointment and necessary support of a Dean have been deleted from the budget. If this is indeed the case, adequate funds must be made available in the 1968-69 budget at the latest if the scheduled opening of the school is not to be severely jeopardized.

The projected staffing of the school, which calls for 3.00 FTE regular faculty in 1968-69 and an additional 9.00 FTE faculty in 1969-70, will be satisfactory to assist the Dean in developing the curriculum for the opening class in the fall of 1969, in reviewing applications and selecting the 100 students of the opening class, in planning the academic policy and physical facilities requirements for the school, and taking care of other responsibilities, such as additional faculty recruitment. Joint faculty appointments with various departments and research units on the campus would not only strengthen the academic programs of the school, but also would contribute to a maximum utilization of the school's budgeted FTE and funds.

At maturity, in 1974, the school is expected to have a weighted student/faculty ratio of 28:1, based on an anticipated enrollment of 500 students. Attainment of this enrollment ceiling in the year scheduled will, of course, be largely dependent on maintaining a balanced growth in the business and public (including educational and health sciences) administration programs.

SCHOOL OF LAW

In July, 1952, the Regents authorized the establishment of a School of Law on the Davis campus, with curricula leading to the J.D. LL.M., and J.S.D. degrees. The School commenced teaching in the fall of 1966 when a first year class of 78 students enrolled as candidates for the J.D. degree.

The J.D. Program. The School plans to combine the best features of traditional legal education with the development of new techniques and approaches necessary to the training of lawyers to meet the demands of the coming decades. The three-year curriculum will cover a broad spectrum. It will include, for example, courses transmitting the cultural traditions of the law and courses reflecting the Davis campus interests in natural resources and agriculture and the proximity of the state government in Sacramento. It is also planned to include a limited number of interdisciplinary courses. In terms of teaching techniques, increasing emphasis will be placed upon research and writing seminars and upon internship or other programs which bring students into direct contact with the legal profession in operation. An integral part of the teaching program will also be the publication of a legal periodical by the students. This periodical (initial publication of which is planned for the 1968-69 academic year) will strongly emphasize student writing and research.

Enrollment is programmed to grow rapidly to a total of 500 students by 1972. It is planned to stablize enrollment at the 500 student level. To achieve that level of enrollment, first year classes will have to be restricted to about 180-190 students, the size they are planned to reach by 1970. Hence, in terms of admission of new students, the School of Law will reach its planned maximum size by 1970. Experience to date suggests that there will be each year several times as many applicants as space in the entering class.

To support an instructional load of 500 students within the faculty/student ratios and teaching loads now standard in law schools in the University, a teaching faculty of 29 (25 Group I and 4 Group II) will be required. It is expected that the faculty will reach the level of 29 by 1971 when the student enrollment will be around 485.

As new teaching techniques are developed and demands are placed upon the law faculty to participate in campus programs centered in other schools and colleges, it may be necessary to request a lower student/faculty ratio and to provide facilities for a larger faculty than presently planned.

The LL.M. and J.S.D. Programs. While an occasional student may be enrolled under special circumstances, it is not planned to institute LL.M. and J.S.D. programs during the period of build-up of the J.D. program to its maximum size. The time at which such programs might be instituted is dependent upon the availability of substantial funds for fellowship purposes and upon an indicated demand at Davis. Because of the uncertainty as to these matters, no attempt has been made in this Academic Plan to project either staff or physical facilities to support LL.M. and J.S.D. programs.

Research and Public Service. It is expected that faculty members will be involved in research and public service within their respective areas of competence. Particular attention will be paid to involving law faculty members in on-going campus programs such as the Institute of Governmental Affairs, the Food Protection and Toxicology Center, the Institute of Ecology, and the Graduate School of Administration.

An Administration of Criminal Justice Center will be established late in 1967 under the joint sponsorship of the School of Law and the Institute of Governmental Affairs to be financed by a grant from the Ford Foundation.

A research and teaching program in the law-medicine field may be established in connection with the School of Medicine.

It is not anticipated that these programs will call for personnel other than as provided by workload standards or by outside funding. Space implications are difficult to forecast at this time and will need to be considered and justified as each program is established and funded.

The Law Library. The law library is planned as a major legal research library serving the needs of the School of Law, the Davis campus, and the legal community of the Sacramento Valley. It is planned for the library to reach at least 100,000 volumes by 1972 and about 200,000 by 1980.

Physical Facilities. The Law Building which is scheduled for completion in the late fall of 1968 is designed for a student enrollment of 500 and a faculty of 29. It is adequate for the main teaching mission of the School and for research activities which do not require substantial space allocations. Doubtless there will be research and public services activities in connection with the School which require space. One solution for this problem may be to develop certain excavated but unfinished spaces which are planned for inclusion in the Law Building.

The Law Building will have finished space for 100,000 volumes for the Law Library and partially-finished space for another 50,000 volumes. By 1975 or 1976 it will be necessary to provide additional space for the library.

THE PROPOSED GRADUATE SCHOOL OF LIBRARIANSHIP

In the fall of 1966, Dean Neal Harlow of the Graduate School of Librarianship was commissioned by the President to conduct a feasability study to determine whether the existing library schools at Berkeley and UCLA should be enlarged and whether additional library schools should be established at other campuses of the University. Dean Harlow's report has now been received and, in view of his positive recommendations, a formal proposal for the establishment of a new graduate school of librarianship at Davis is being prepared for presentation to The Regents.

Dean Harlow noted in his report the preponderence of evidence that a library school is needed at Davis because of the extensive demand for additional librarians in the area. He further states that "judging by the criteria selected for evaluating a site for a Graduate School of Librarianship, the University of California at Davis has a good to excellent rating in respect to academic environment, to the library resources in the immediate area, and to the local and regional need for professional employment". In the latter context he has particularly in mind the proximity to Sacramento, which is the seat of the State Library and of many of the state and government offices.

Funds will be requested in the budget for 1969-70 for the Dean of the proposed School and his supporting staff. The first class of students studying for the M.L.S. degree will be admitted in the fall of 1971 and will contain 50 students. Enrollment will increase at the rate of 10 students a year until a maximum of 100 students is reached in the fall of 1976. It is tentatively planned that the library school will be housed in the third wing of the library where 7,000 square feet will be available in 1973.

SCHOOL OF MEDICINE

The School of Medicine at Davis will provide its students with a firm foundation of general medical knowledge upon which they may develop a career in general practice, specialty practice, academic medicine, research, public health, or administration. To accomplish this, an environment will be created that will attract students and faculty of excellence, that will provide a maximum opportunity for the student to learn significant facts and principles, and that will enable and stimulate the student to develop intellectual inquiry and the self discipline of continuing education. Thus, he may not only acquire but continue to refine the skills and judgment needed to apply his knowledge to the problems of human health and disease. These matters are pertinent whether the student is to develop his career as a clinician, as an investigator, as an academician, or any combination thereof.

An opportunity will be provided for the investigation and evaluation of the phenomena of life so that knowledge and understanding are increased. At the same time, the school and its faculty will set by example the standards of humane clinical practice and responsible scientific inquiry that are the foundations of continuing professional competence.

The School of Medicine, like all the other component parts of a true university, has responsibility for the creation of new knowledge through research, for the dissemination of existing knowledge through teaching, and for the accumulation and ready availability of knowledge through libraries and information centers. No longer can medical schools afford the luxury of considering their responsibility completed with the awarding of the M.D. degree. Eighty per cent of medical graduates in the United States go on to advanced training beyond the internship. Participation in this portion of medical education, as well as in the continuing education of the practicing physician, is an ever more clear responsibility of medical education.

The Medical School Plan is described in 3 units. Unit I of the School of Medicine should be integrated with Veterinary Medical Facilities Unit II to jointly provide for a health science library as part of a health science information center and for an instructional resources program. It incorporates facilities for basic science teaching and for research and office space for the faculty representatives of the various basic science disciplines and for some of the clinical faculty. Unit II, for which planning must begin immediately, is an expandable 350 bed teaching hospital incorporating faculty clinical offices and an outpatient facility. The administrative organization of the hospital facility has not been determined. Unit III will be a clinical science facility, but with the availability of "surge space" buildings its construction can be delayed by 1 or 2 years. It will incorporate additional basic science space as well and could be considered as an extension of Medical Science I.

The Doctor of Medicine curriculum and teaching methods in the basic science years will emphasize small group teaching in keeping with current trends. Laboratory work will be designed around experiments to demonstrate principles rather than mere analytical techniques or procedures with emphasis placed on special projects rather than routine experiments. Medical students will be encouraged to develop research projects of their own that require extensive use of laboratory and library facilities in the same manner that graduate students have been taught in order to help them learn to develop their capacity for inquiry and balanced judgment.

Medical education requires a knowledge of the classical subjects of anatomy, biological chemistry, physiology, pharmacology, microbiology and pathology, but the increasing importance of the quantitative approach to medicine and to medical research is evident from a growing emphasis on such subjects as biophysics, genetics and biostatistics. The customary departmentalization according to these subject fields may no longer be necessary nor desirable because of the increasing interdependence among them. The sciences basic to medicine thus have become an integral part of modern medical education, serving the teaching and the research functions within the school and providing the bridge to related basic sciences throughout the University.

The School of Medicine will train graduate students, mostly candidates for the Master or Academic Doctoral degrees and some post-doctoral scholars working on special programs. This projection reflects the existence of widespread interest in basic science on the part of the School of Medicine, and a determination on its part to collaborate fully with the existing departments in other colleges. If these rich resources did not already exist, the School of Medicine would, of course, have to plan on expanding its own resources in the sciences basic to medicine. In order to exploit the opportunity for interaction among these interests in all the health sciences, the teaching and research facilities are being designed in close physical proximity to the School of Veterinary Medicine and other schools in the health sciences will be similarly situated.

Divisions

The administrative structure of the School of Medicine will be made up of the Division of Surgical Sciences, the Division of Medical Sciences, the Division of Community and Postgraduate Medical Education, the Division of the Sciences Basic to Medicine, and the Division of Mental Health. Departments are not being identified in the early planning but will develop on an evolutionary basis. Such an evolution in the clinical fields is necessary at a relatively early date in order to allow meaningful interaction between the classical departmental structure of hospitals and the School of Medicine

Division of Community and Postgraduate Medical Education

This Division will promote the early development of a program of postgraduate and continuing medical education for practicing physicians and will demonstrate the emphasis of the new school of community medicine. Current federal legislation for programs to combat heart disease, cancer, and stroke places heavy emphasis on continuing education. The Division of Community and Postgraduate Medical Education is designed to provide an immediately visible administrative mechanism for participation in that program.

The existing General Practice Residency Program, the Emergency Room Service, the Outpatient Clinic, and the Home Care Program at Sacramento County Hospital fall under the general purview of this Division.

Division of the Sciences Basic to Medicine

Departments *per se* are not identified in this division in the early planning. Faculty members in the basic sciences are being sought who can represent each of the several intellectual disciplines that are classically referred to in some medical schools as departments. In addition, an opportunity is provided by this approach for participation by faculty in the disciplines of nutrition, human genetics, and the behavioral and sociological sciences. The Dean will turn to the faculty in the several intellectual disciplines for advice on matters of curriculum content and teaching as well as for aid in planning facilities for the basic sciences. Individuals will be designated as Chairmen for the major intellectual disciplines with responsibility for recruitment, budgetary matters, and space utilization. In addition to the faculty members in the Division of Sciences Basic to Medicine, it is anticipated that a number of joint appointments utilizing people of motivation and competence in the several related disciplines on the general campus will be made. Such faculty members are now working on the campus in a number of departments and organized research units in the existing schools or colleges, such as the National Center for Primate Biology and the Atomic Energy Commission supported Radiobiology Laboratory.

The multidisciplinary teaching laboratory concept is enhanced by the basic science divisional structure with its de-emphasis of classic, rigid departmental lines. Similarly, curriculum development is apt to be more flexible and imaginative. Nevertheless, each intellectual discipline such as anatomy, physiology, biological chemistry, in order to provide appropriate support for the multidisciplinary laboratory and the interdisciplinary philosophy, must have areas of faculty office space, graduate student teaching space, and research laboratories with their related facilities.

The multidisciplinary laboratory concept for teaching basic medical-sciences is rapidly gaining favor in the United States and has overcome many of the disadvantages of the departmental type single purpose laboratory. It is more flexible for the introduction of new teaching methods, is more efficient in space utilization and requires somewhat less space than standard laboratories.

Division of Mental Health

This, the fifth division, is responsible for overall administration and coordination of the teaching and research programs in the several mental health facilities to be located in or near the Medical Center. In addition to the Department of Psychiatry in the Medical School, a

240 bed Psychiatric Service is planned in the 740 bed Veterans Administration Hospital on the Medical Campus. Other units planned for nearby location include a Community Mental Health Center, a Neuropsychiatric Institute, a Mental Retardation Center, and, in conjunction with the State Department of Mental Hygiene, a Center for Research in the Epidemiology of Mental Illness in California.

Executive Committee

The Executive Committee of the Medical School consists of the five Division Chairmen and is chaired by the Dean. An appointed member of the faculty serves as secretary to the Executive Committee with the right of discussion but without a vote. The Associate and Assistant Deans are members of the committee by virtue of their office.

The executive functions of the Medical School are performed by the Dean, assisted by the Executive Committee. The committee assists the Dean in investigating and formulating educational and instructional policies for consideration by the Medical School Faculty and aids him as well in matters relating to budgets, promotions, appointments and professional services rendered to patients through the clinical departments.

At a later date, with the advice of the faculty, consideration will be given to a revision of the committee structure to incorporate faculty representation by election.

Health Sciences Information Center

Library facilities for the medical center will comprise a health sciences information center with facilities for both the medical students and the veterinary medical students as well as graduate students from both schools, health related trainees and the students of professional schools still on the horizon. The academic plan for all health sciences calls for a total student enrollment of over 1500 by 1975. The health sciences library may be physically located in the center of the teaching facilities of the School of Medicine and the School of Veterinary Medicine in order to facilitate interaction and the cooperation of the two schools and to avoid unnecessary duplication. However, this division has yet to be made pending decisions regarding location of biological sciences library materials on the campus.

The Medical Library Assistance Act of 1965 signed by President Johnson on October 22, provides for assistance in medical library construction, training of medical librarians and other informational specialists in the health sciences, fellowships, and research grants. It is anticipated that the library development may be greatly enhanced by the funds made available by this legislation.

Instructional Resources

Medical education is undergoing a revolution as better methods of information dissemination are developed. Educational television, programmed instruction, teaching machines and other forms of teaching media are playing a much more significant role than ever before in health sciences education. Locating these new and sophisticated facilities in an area adjacent to library facilities encourages their use for self education. Such items as videotapes, audiotapes, films, slides, models, and other communications media can be made available to students just as books are issued in a conventional library. Self teaching is thus enhanced.

To accomplish this, an instructional resource facility is needed that combines medical illustration, graphic arts, plastic arts, medical photography, photomicrography, educational television, and most importantly, research on medical teaching. These features combined into a single facility will minimize duplication and maximize coordination. This facility will serve the entire health science complex. In a sense, an instructional resources facility supports the revolution in medical education and at the same time makes it possible to conduct experimental programs in conjunction with the teaching departments with the objective of developing more effective and efficient methods of teaching. Students will play an important role by helping coordinate the services of the instructional resources facility with the medical curriculum. They can assist with teaching machine programs and with displays of organ systems, disease processes, surgical procedures, etc., to provide a quick review of the normal pathological and clinical aspects of disease entities.

The research aspects of the instructional resources facility, both in terms of its importance in the development of newer teaching methods and its support of other research programs makes it attractive for outside support. With the location that ties it to the health science library and to the teaching facility of both the School of Medicine and the School of Veterinary Medicine, a portion of the program may also qualify for support under the Medical Library Assistance Act.

Medical School Faculty

The number of full time equivalent faculty members in the Basic Sciences and in the Clinical Sciences cannot be precisely and accurately stated until much more study has been made of curriculum organization. At the maturity of the school, however, it can be estimated that the following faculty FTE distribution will be required:

1. Faculty appointed through the Basic Science Division -
   Professors, 16; Associate Professors, 25;
   Assistant Professors, 34; Instructors, 5;
   TOTAL 80
2. Full time faculty members appointed through the Clinical Divisions of the Medical School -
   Professors, 29; Associate Professors, 36;
   Assistant Professors, 55; Instructors, 27;
   TOTAL 147

Since the clinical faculty will carry a very significant clinical service responsibility in addition to its responsibilities in teaching and research, it is appropriate to provide an incremental number of clinical faculty members. Such a staffing pattern should allow each faculty member approximately half of his time for research and research training activities. The exact distribution of effort will be an individual determination. It is anticipated that the clinical faculty will generate a significant level of fee income and that there may be additional members in a volunteer status.

This faculty staffing pattern anticipates teaching responsibility for a number of students other than undergraduate medical students. These others include interns, residents, and allied health science students.

Other Central Facilities

A student commons, student faculty lounge and recreational area as a connecting link between the multidsiciplinary laboratories of the two medical schools is included in the planning. It will incorporate a student activities office, a small bookstore and snack bar and will promote desirable interrelationships between the two student bodies and the two faculties.

Current federal legislation makes two thirds matching money available for new teaching facilities in medical education. It appears desirable, therefore, that those facilities useful to the health sciences in general should be envisioned as a part of the medical school in order to qualify for such assistance.

PROPOSED HEALTH SCIENCES SCHOOLS

The increasing demands for physicians services engendered by increased medical effectiveness and burgeoning socio-medical legislation is being out-stripped by the needs for personnel to provide medical supporting functions. As in medicine itself, California is a debtor state in training such people.

In addition to a proposal for a School of Dentistry, proposals are therefore being made to establish at Davis a School of Nursing and a School of Allied Health Sciences. It is expected that these three schools will be developed between 1972 and 1978. Detailed planning for each of these programs is already being carried out.

The School of Nursing

The Coordinating Council for higher education noted in May 24, 1966 the critical shortage of nurses at all levels of preparation in California and the need for more graduate programs at the master's and doctoral level to insure adequate numbers of nurses who are qualified for teaching, administration and research. The Public Health Service has announced that at the same time the shortage of nurses nationwide was already 150,000. The present system of nursing education provides four tracks - practical nurse school, junior college, hospital school and the baccalaureate degree; only the last of these tracks can provide potential teaching candidates.

At the present time there are only three master's programs in California: UCLA, UCSF, and Loma Linda University. Currently the two existing UC programs could enroll two or three times as many students in their graduate programs as they now have, yet more programs are needed. There are two reasons: 1) programs at Los Angeles and San Francisco will not satisfy the needs of other regions, and 2) the rapidly evolving role of nursing will attract more qualified candidates. Both factors are involved in UCD's potential since: 1) Davis traditionally relates to non-metropolitan California and its problems even though such areas are 500 miles distant and, 2) both nurses and teachers are needed in the agricultural areas of the state.

The School of Nursing at UCD will be directed toward producing qualified teachers, supervisors, and administrators for the nursing profession. This will be accomplished 1) through faculty qualified both in nursing and in scientific disciplines both in the biological and social sciences, and 2) by integration of the School of Nursing into not only the Center for the Health Sciences of the University but into the University itself.

In addition to a program leading to the baccalaureate degree and qualifying the recipient for registry there will be graduate programs leading to Master's degrees.

The candidate for the Bachelor's degree must be qualified for admission to the University and have completed at least ninety hours of work acceptable as pre-professional curriculum.

The upper division work to be credited towards the baccalaureate degree will build upon the pre-nursing foundation and, insofar as non-nursing courses are concerned, will be somewhat dependent upon the course-content already experienced. Upper division courses in medical science, public health, biological sciences (zoology, bacteriology), introductory statistics, and a variety of social sciences (sociology, psychology, anthropology) will be used to bolster prenursing courses as needed.

The curriculum of courses in nursing will be fairly uniform for all baccalaureate degree candidates, at least initially. The first year of the professional curriculum will be the year in which most of the didactic teaching in nursing will be given with laboratory nursing (hospital experience) increasing in the second and third years.

The initial undergraduate class will contain 30 students; by the end of the fourth year of operation the total number of undergraduates will be 120; it will eventually reach 140. There will be two master's degrees. The Master of Science will be considered the prerequisite to further graduate work; those successfully completing this degree will be encouraged to consider Ph.D. training in existing departments or graduate groups of the University. The Master of Nursing will generally be considered a terminal degree for those wishing teaching, supervisory, or clinical specialty qualifications.

Each program is expected to have 75 students after the seventh year of the school's operation, so that by that time the graduate enrollment will have surpassed the undergraduate enrollment.

For well qualified individuals successfully completing the M.S. degree, encouragement will be offered to undertake Ph.D. work in departments or graduate groups already existing at the University. At a later time, consideration will be given to the desirability of a Doctor of Nursing Science degree such as authorized at both UCLA and UCSF but offered only by the latter institution.

Non-nursing subjects will be taught by arrangement with departments in other schools resulting in a reduced faculty FTE for the School of Nursing. Faculty for the School will be selected in accordance with University policies and procedures designed to insure that excellence in abilities for teaching, research, and University and public service will be maintained. The first undertaking is that of selecting a Dean for the School who will then plan a campaign to attract faculty.

The School of Dentistry

California is in dentistry, as in other health sciences, a debtor state annually licensing more out of state dentists than from within the state. Even with the planned expansion of existing dental schools the expected deficit in 1975 will be nearly 700 dentists short of maintaining the inadequate ratio of 1961. Since the average graduating class of all California dental schools is considerably less than 100 it would require more than seven additional schools by 1975 to keep California even with the admittedly inadequate standards of 1961.

As a result of a 1964 Coordinating Council for Higher Education Report on Dental Education and Manpower it was recommended that The Regents of the University be advised, among other things, "to consider establishing dental schools if and when needed wherever a new medical center is planned in order to conserve both teaching personnel and teaching facilities."

Considering the need for the supply of practicing dentists, as well as the need to innovate and improve the training of dental practitioners, a School of Dental Medicine is proposed for the Davis campus.

As is now true at San Francisco and Los Angeles, UCD proposes to provide the preclinical training by arrangement with the School of Medicine and thus conserve manpower and some facilities. An additional bonus noted by many viewers of the national scene is the higher quality in the preclinical offerings resulting from the ability of medical schools to attract better staff.

The objectives of the School of Dental Medicine will go far beyond the production of practicing dentists. There is a need to examine the training now demanded by dental standards. Dentistry is, in reality, a specialized branch of medicine. As in all specialties methods must be found to reduce the inordinate period of training now required to achieve "boards" in the specialty rather than to establish more qualifications to be met. Dental medicine is a good place to begin this undertaking. Except for the fear of downgrading the dentist, particularly as compared to the physician, the training necessary to a practitioner of dental medicine could be shortened and intensified. This experimentation must meet accrediting standards so that it cannot be done in a cavalier fashion, yet it offers one of the greatest potentials for helping to solve the problem of dental manpower. The reduction of one year in formal training would increase by 25 per cent the output of dentists. Research in the educational approach should be a major concern of the UCD School of Dental Medicine.

It is expected that at maturity there will be 304 professional degree candidates (76 in each class) in residence together with 50 candidates for the Bachelor of Science in Dental Hygiene and at least fifty graduate students.

The curriculum will resemble that at UCLA now under development, utilizing a small, strict full-time faculty for the clinical teaching and arranging for preclinical teaching with the School of Medicine. As in the School of Medicine, the student will be introduced to clinical dental medicine early in his enrollment so that he may better utilize the preclinical sciences with which he will be largely concerned during his first two years.

It is hoped that by the time the first class is admitted there will be a general recognition of the need to streamline the curriculum for dental medicine and that UCD may benefit from such changes. As in other schools and colleges of the Davis campus, students will be introduced to problem solving and research inquiry at various places in their training; encouragement to participate in research and other intellectual pursuits will be offered in order than an academic career may be favorably considered.

Most importantly the curriculum will stress the interrelationships of the health professions and exploit to the fullest the resources of the university setting.

The preclinical teaching will be conducted largely by the faculty of the School of Medicine who will perhaps hold joint appointments as in UCSF and UCLA. The dental faculty will be mostly clinical.

A School of Allied Health Professions

During the past twenty years acquisition of new knowledge in medicine and the biological sciences has been equalled in effectiveness only by the nuclear sciences. These areas have two common features: 1) rapidly expanding support funds during the period following World

War II; and 2) a "spin-off" of newly identified supporting sciences which, when not nurtured, severely curtail advances in the parent science.

In the health sciences these ancillary or supporting sciences deal largely with the rendering of health care, yet they are rapidly assuming a complexity which goes beyond traditional technician training; they deserve professional identification. Training for those who will teach and research in these new health-related professions should be in professional and academic association with mainstream health professions. The University is the only place where those who will lead can be trained adequately.

The general objective of all the component ancillary professional units in the school will be to graduate practitioners qualified to teach, to conduct research related to their units, and to establish their respective roles in the health sciences and the rendering of health care. By keeping the School of Allied Health Professions open-ended, to accommodate new professions as they emerge, the University will avoid duplication of administrative function, faculty, and physical facilities.

Initially curricula in pharmacy, occupational and physical therapy, medical technology, clinical psychology, rehabilitation counseling, speech pathology, audiology, health and hospital administration (utilizing companion resources in the Graduate School of Administration), and others, perhaps even a field beginning to be identified as the "physician's assistant", will be encompassed. It is expected that there will be over 400 students enrolled in the School by 1983.

SCHOOL OF VETERINARY MEDICINE

The School of Veterinary Medicine was established in 1948 primarily to educate veterinarians to serve the state's livestock industries. In the two decades that have elapsed since 1948, the nature of the profession of veterinary medicine and its function in society has undergone marked changes.

Veterinary medicine today encompasses those aspects of biology and medicine dealing with the nature and control of diseases in all species of animals and birds except man. In addition to livestock, pets and poultry, significant numbers of veterinarians provide health care for wild, zoo, and fur-bearing animals; birds, sea mammals, fish, and the host of animal species used in biological and medical research.

As a result of the expanding role of the veterinarian, veterinary medical educational programs have changed and now constitute an advanced course of study in comparative biology and medicine and an introduction to clinical medicine. More attention than in the past is given to the over 150 diseases of animals that are capable of causing illness or death of people. The profession has evolved from a narrow one serving mainly agriculture to a specialized aspect of medicine contributing to many aspects of society, to the other medical professions, and to biomedical science. Veterinary medicine today is comparative medicine in its fullest sense and thus contributes in a substantial way to the total of medical education in the University.

Teaching

The faculty of the School teaches at the undergraduate, professional and graduate levels. It also provides continuing education programs for veterinarians and other medical scientists.

Except for the initial class of 42, the School has accepted 52 first-year students from the time it was established until 1965. In 1965, in anticipation of having a new Veterinary Medical Teaching Hospital available for use in 1967, first-year admissions were increased to 80, which far exceeds the capacity of the facility and has resulted in a lowering of quality in the teaching program. Between 400 and 500 qualified students apply for admission to the professional curriculum each year. To better supply the ever-increasing demand for veterinarians, first-year admissions will be increased to 128, for a total of 512 professional students, and at least 322 graduate students, interns and residents as soon as new facilities become available. Currently only about 25 per cent of the veterinarians who go to work each year in California graduate from our School.

Although it is possible to gain admission with two years of pre-veterinary medicine, only a small proportion of students are admitted with the minimum requirement. Students entering the professional curriculum have already completed, on the average, more than 4 years of college or university level work with better than a 3.0 G.P.A. Professional students are strongly urged to obtain B.A. or B.S. degrees prior to initiating their veterinary medical education. The minimum pre-veterinary medical requirement may be increased to the equivalent of three years in the near future.

The professional curriculum for the Doctor of Veterinary Medicine degree is designed to provide the graduate with insights into principles of comparative biology and medicine, with particular emphasis on disease processes, and introduce him to the concept of clinical veterinary medical science. Graduates are expected to acquire additional clinical skills or prepare for specialized professional activities in post-graduate programs following the receipt of the D.V.M. degree. The professional program, therefore, provides a fundamental education in comparative medicine so that graduates later may orient their education to the particular facet of veterinary medicine that they enter.

Graduate programs offered by faculty of the School include clinical internships and postdoctoral clinical and research training without reference to a degree. The faculty also participates extensively in the graduate group programs in various disciplines in the life sciences for the nonprofessional graduate students. Clinical programs are being planned to educate teachers and researchers in clinical disciplines such as surgery, radiology, and cardiology, and in the fundamentals of the basic sciences underlying these disciplines, as well as provide some knowledge about and competence in research. Continuing education programs are provided by the School in cooperation with University and Agricultural Extension to disseminate new developments in veterinary medical science to veterinarians and other medical scientists. It is intended that the continuing education program be markedly expanded in the near future and that a Director of Veterinary Medical Continuing Education be acquired to develop the program in cooperation with University Extension and the Continuing Education program of the campus. A program designed to incorporate into the teaching program new developments in medical education will be instituted in cooperation with the School of Medicine and the U.S. Public Health Service's Audio-Visual Center in Atlanta, Georgia.

The teaching program of the School will be coordinated as closely as possible with the program of the developing School of Medicine. It is expected that a high proportion of the faculty of the preclinical sciences will be shared by both schools so that a broader coverage of subject matter may be attained without inflating faculty numbers. The graduate programs of both schools will be closely coordinated. Joint seminars, jointly-taught courses, and other mutually beneficial teaching programs will be developed whenever possible.

The School participates in the Ford Foundation supported University of Chile-University of California Convenio and expects to expand its participation in the program. It also is hoped that two or three sites in tropical regions will be acquired as overseas bases for students and faculty participating in a tropical veterinary medical training and research program which is being developed.

The School provides service courses to undergraduate and graduate students from other schools and colleges in areas of competence of members of a veterinary school faculty, such as pathogenic microbiology, animal hygiene and sanitation, and comparative anatomy. This service can be expanded if the demand is increased.

The University administration has tentatively accepted a student/faculty ratio of 5.5:1 for the School including graduate students enrolled in the School. A 5.5:1 ratio is not considered by most educators to be satisfactory for teaching veterinary medical students. Other comparable veterinary schools have student/faculty ratios that range from 3:1 to 4:0. Every effort will be made to achieve a more satisfactory ratio in the very near future. The current ratio is 5.75:1.

To achieve a student/faculty ratio of 5:1, including graduate students, it would be necessary to increase the I&R faculty to 171 (including academic deans) at maturity in 1975. These projections are based upon completion of the Veterinary Medical Teaching Hospital in 1969, phase 1 of Unit II in 1972, and completion of the project in 1975. In the tables in the appendix the student/faculty ratio has been gradually reduced to 5.0:1 by 1975. This reduced ratio has not, however, been officially approved.

Research

The majority of the research effort of the School is devoted to studies of the nature and control of animal diseases, with the ultimate objectives of protecting people and animals from these diseases. In current parlance the School's research program is oriented to a biomedical mission. Research is conducted both as departmental or individual research and as organized research through units such as the Radiobiology Laboratory, Agricultural Experiment Station, Food Protection and Toxicology Center, and others.

It is becoming increasingly apparent that for every disease or abnormal state in man, a similar and sometimes identical disease exists in some animal species. Because a great deal of research on some diseases cannot be conducted on people, these "animal disease models" constitute the best means by which studies can be conducted on pathogenesis, mechanisms involved and causative factors. Because of species variations, the animal disease models sometimes are better suited for studies on a disease than is the naturally occurring disease in people. A great deal of money is appropriated by federal granting agencies for medical research. The prospect is very bright indeed for increased support for research on animal diseases and their counterparts in people, which falls squarely within the biomedical mission of the School. The majority of the School's research support currently comes from agencies such as the U.S. Public Health Service, Atomic Energy Commission, National Science Foundation and the National Aeronautics and Space Administration. It is expected that extramural support will be expanded substantially.

A great deal of cooperative research between members of the faculty of the schools of veterinary and human medicine is anticipated. A unique opportunity is afforded by the close working relationships being developed between these schools, to relate research on disease mechanisms conducted on animal disease models to research on the disease and means to prevent or treat it in people. It is expected that numerous interdisciplinary research teams composed of veterinarians, physicians and basic scientists will evolve and work together on important diseases, each discipline contributing uniquely to the solution of the problem. Some of these programs are likely to mature into organized research units.

Organized research programs to be developed or expanded in cooperation with other appropriate University organizations are the Radiobiology Laboratory, Comparative Oncology Laboratory, Comparative Cardiology and Pulmonary Diseases Laboratory, Experimental Animal Diseases Research Laboratory, Comparative Neurology Laboratory, Equine Diseases Research Laboratory, Center of Agricultural Medicine, and a Laboratory of Tropical Veterinary Medicine.

The faculty of the School will continue to participate in joint teaching and research activities with several departments in the Colleges of Agriculture and Letters and Science. Efforts to develop biomedical engineering on the campus will be continued in cooperation with the College of Engineering and the School of Medicine. The degree of cooperation and interaction with the School of Medicine has been detailed elsewhere and is expected to be great. A program in veterinary medical law will be developed in cooperation with the School of Law. Collaborative research will continue with the U.S. Department of Agriculture Western Utilization Research Laboratory at Albany, the Cancer Research Genetics Laboratory, the Lawrence Radiation Laboratory and School of Public Health at Berkeley, the Schools of Medicine and Dentistry at San Francisco, the Biological Sonar Laboratory of the Stanford Research Institute, the U.S. Naval Biological Laboratory in Oakland, the Veterans Administration Hospital at Livermore, and the Institute of Comparative Biology at the San Diego Zoo. Cooperative programs will be developed with a second school of veterinary medicine should such a school be established within the University.

Building Program

A completely new physical facility will be constructed to house the School. It will be located in the Health Sciences Complex and will be as fully integrated with the facility of the School of Medicine as is architecturally and academically feasible. Many facilities and services will be shared by both schools. Examples are the biomedical library, student lounge and activities areas, as many classrooms, auditoria, and seminar rooms as feasible, multi-use laboratory service units, medical illustrations and instructional resources units. The Veterinary Medical Teaching Hospital will be located on the southern portion and the human hospitals on the northern portion of the Health Sciences Complex. The rest of the facilities will be constructed in the area between these units.

The new veterinary medical facility will be planned in two stages:

1. The Veterinary Medical Teaching Hospital will be occupied in 1969-70.
2. The second phase includes multidiscipline teaching laboratories, staff offices, research laboratories, and animal facilities. This phase will probably be built in two or more units depending on the availability of funds. It is anticipated that construction of this phase will be completed by 1975.

Service

The School performs a public service function through the Veterinary Medical Teaching Hospital, Diagnostic Laboratory, Serology

Laboratory, Continuing Education Program, and in consultation with the California Department of Agriculture and California Department of Public Health and U.S. Department of Agriculture laboratories, and disease control officials in these agencies, the Food and Agricultural Organization and the World Health Organization of the United Nations, as well as with practicing veterinarians and physicians. Some of these activities are collaborative efforts between the School and University Extension and Agricultural Extension.

Department of Anatomy

The Department of Anatomy, established in 1960, devotes its teaching and research to the structural basis for body function in both health and disease. The department offers courses to professional veterinary medical students, to undergraduate and graduate students. In the veterinary medical curriculum the department offers several courses in functional comparative anatomy of all domestic and laboratory animals using all levels of observation from gross anatomy to electron microscopy, to first-year students. These courses span the entire first year of the professional curriculum and provide the structural foundation for the understanding of function for all of the preclinical subjects. The structural basis for the clinical subjects is provided by a course in surgical anatomy offered to the second-year professional student. The department currently offers upper division courses in systematic anatomy, ultramicroscopic anatomy and animal behavior. It offers graduate courses in comparative neuroanatomy, organology, histochemistry, surgical anatomy, comparative anatomy of the reproductive organs, and experimental endocrinology. At present the staff members of the department are involved in graduate training in the curricula of anatomy, comparative pathology, and animal physiology; some members will contribute to new programs in animal behavior and in toxicology proposed by other departments.

Every effort is made to correlate both teaching and research activities by having one staff member responsible for one or more organ systems. Thus an individual staff member teaches all aspects of anatomy of one or more systems, such as the respiratory system or digestive system, of all species. In general, the various staff members have active research programs related to the organ systems about which they teach.

The research activities of the department are directed toward the relationship of structure to function in health and disease, with particular emphasis on the development and investigation of animal disease models of diseases of people. For example, a research project on hereditary muscular dystrophy has been in progress for several years. Studies of the structural and functional relationships in pesticide toxicity are in progress and are planned to continue. Studies of chemical carcinogenesis will be expanded and coordinated with the development of new laboratory animals such as the marsupial for use in oncogenic and teratologic research. Studies in neuroanatomy and neuroendocrinology will be extended to include the field of comparative animal behavior. Studies on the reaction of the cardiopulmonary systems to injury and natural disease will be extended to include the reaction of these systems to air pollutants.

The department anticipates, with the acquisition of new staff, expanding its activity in such areas as the cardiovascular system, the lymphatic system, the digestive system, and in laboratory animal anatomy. Staff expansion will generate new upper division and graduate course offerings in the specialty areas of these staff members. The department will expand its training of graduate students in anatomy, as well as in other graduate programs in which its staff members participate. It is intended that graduate training in anatomy will be strengthened by the receipt of a training grant from NIH anticipated in 1967. The department expects to exploit all new developments, such as the laser microscope, which will better illustrate the structural basis of cells, tissues and organs.

Department of Clinical Pathology

The department instructs professional veterinary students in the science of clinical laboratory medicine, which is necessary to the study and understanding of disease processes in animals. It is responsible for developing laboratory diagnostic criteria applicable to a wide variety of animal species. It serves the clinical staff by performing laboratory tests on materials taken from animal patients in the Veterinary Medical Teaching Hospital, and it provides leadership in clinic conferences held to interpret results of laboratory data. It participates in the examination of animals in which disease has been induced under controlled conditions--one of the most important means of expanding knowledge in veterinary clinical pathology and understanding of total disease processes. The department provides a program in Continuing Education for veterinary practitioners through seminars, lectures, and training programs in laboratory medicine.

The departmental staff conducts basic research in clinical pathology. Hematopoiesis, with reference to disease processes and to the bovine mastitis complex, is currently a subject of particular interest.

Clinical pathology is offered in the third and fourth years of the professional curriculum in the School of Veterinary Medicine. An elective course, "Bovine Mammary Glands in Health and Disease," is being developed to satisfy the special needs of veterinary medical students who plan to serve the dairy farmers. Graduate courses in hematology and in the biochemistry of metabolic diseases are offered students studying for the M.S. and Ph.D. degrees. The department administers a National Institutes of Health training program in clinical pathology for postdoctoral scholars conducting original research in comparative medicine, and it participates in graduate programs in comparative pathology, physiology, microbiology, and nutrition.

Future activities of the department will include expanded research in metabolic disorders, hematology, and mastitis. Expansion of hematology would provide additional opportunities for graduate student training in a field having a very broad application in medical research on animals and man.

Department of Clinical Sciences

The department is concerned with the cause, pathogenesis, prevention, and treatment of animal diseases. It offers lecture and laboratory courses for second-, third- and fourth-year professional veterinary medical students and provides the majority of the professional staff of the Veterinary Medical Teaching Hospital. It includes numerous clinical disciplines, with major areas of activity in medicine, surgery, radiology, reproduction and clinical preventive medicine. These areas will be developed as divisions as their programs mature. Eventually as the programs grow, some may be organized as departments.

The teaching program is designed to correlate knowledge of the basic sciences with clinical medicine, to impart an understanding of the basic principles of the various clinical disciplines, to train students in the necessary clinical skills, and to instill in them a desire to comply with the code of professional ethics which regulates the practice of veterinary medicine.

Second- and third-year students attend a series of lectures and laboratory courses in clinical sciences. Fourth-year students receive additional classroom instruction, but the major teaching of this group takes place in the Veterinary Medical Teaching Hospital.

Much research is conducted cooperatively with members of other departments and the UCSF School of Medicine because of the complex nature of most of the research activity of the department and the necessity for interdisciplinary and multidisciplinary team efforts. Cooperative research programs with the UCD School of Medicine are anticipated. Research currently is in progress or planned on cardiology, pulmonary disease, ophthalmology, radiology, gastroenterology, reproduction, surgery, anesthesiology, dermatology, neurology, metabolic diseases, toxicology, and oncology. Research on comparative aspects of naturally occurring diseases of animals is given increasing attention. Emphasis is given to the location and characterization of animal disease models of important diseases of people, and studies on the mechanisms involved in these diseases.

Research is correlated with professional and graduate teaching programs through the Veterinary Medical Teaching Hospital. The development of specialty services in the hospital is significantly improving the clinical teaching program. Patients are being provided with the highest quality of veterinary medical service and hence serve as suitable naturally occurring animal diseases for clinical training during the third and fourth professional years. Graduate students will utilize the clinical laboratories as a means of obtaining the professional competence within a medical or surgical specialty that will allow them to qualify as clinical specialists. This training is prerequisite for the research program which they will conduct in their graduate studies.

The staff of the department will be increased to meet the needs of a larger number of professional students within the School. Clinical instruction calls for particularly low student teacher ratio, preferably three students to each instructor.

The major development in the teaching program will be the establishment of a new graduate program to provide veterinarians the opportunity of undertaking a four-year period of study combining the desirable features of residency programs used for clinical training in human medicine with certain aspects of the traditional Ph.D. program. The purpose of this program is to educate scholars for teaching and research careers in clinical veterinary medicine. It is anticipated that in 1967-68, 6 such trainees will begin their training and that by 1975 this number will have grown to 50. Initially, this graduate program will be offered in the fields of cardiopulmonary disease, ophthalmology, neurology, gastroenterology, reproduction, obstetrics, and gynecology. Ultimately it will incorporate surgery, radiology, oncology, and other clinical specialties. These students are included in the graduate division total in the tables. The department is attempting to attract an experimental surgeon to expand the research program in experimental surgery and it is anticipated that soon a surgical laboratory comparable to those established in other specialty sections will be in operation and that a series of course offerings in experimental surgery will be added to the department curriculum. Similar developments are planned for reproduction, radiology and clinical preventive medicine.

New course offerings for both graduate and undergraduate teaching are being prepared to be given as part of the elective program of the School of Veterinary Medicine.

The department plans to appoint veterinarians trained in certain basic sciences who will participate in teaching and research programs in clinical disciplines. It is imperative that highly fundamental programs be developed. The department will continue to seek a wide range of cooperative relationships with other departments of the School, with the School of Medicine in San Francisco and, as it develops, with the School of Medicine on the Davis campus. Such relationships will take the form of participation in lectures, joint appointments which provide opportunity for comparative studies and cooperative research. It is anticipated that part of the graduate training of those students in the Clinical Sciences Graduate program will be undertaken at one of the medical centers.

When the new Veterinary Medical Teaching Hospital opens in 1970, the department will be required to provide the staff needed to handle the increased volume of patients required for 80 to 128 students. Professional veterinary help in the form of 18 interns will then be required; this number will increase as the hospital case-load expands and will make it more difficult to continue the preceptor type of training that they now receive. A formal training program for interns incorporating lectures and seminars will therefore be developed to supplement tutorial and clinical instruction. A Director of Intern Training will be named to assume the responsibility for this program.

The increased activities of the department will require new equipment for clinical and laboratory diagnosis and treatment. Increased use is anticipated of educational television, and other visual aids for all phases of teaching, and an expansion of the utilization of teaching aids in the Continuing Education programs which will be offered to the veterinarians throughout the State. Continued improvement of teaching methods will be sought, and it is planned to explore the possibility of the temporary exchange of specially qualified staff with faculties of other veterinary medical schools, for the purpose of covering all of the clinical specialties.

Department of Epidemiology and Preventive Medicine

The Department of Epidemiology and Preventive Medicine was established in 1966 in order to bring together a number of faculty members whose interests were directed toward preventive and population aspects of health and disease. It is intended that the program of this department be closely integrated with that of the Division of Community Health and Continuing Education in the School of Medicine.

Current research activity in the department is organized around four well-defined areas: 1) food science, particularly in relation to food-borne infections and intoxications of lower animals and of man; 2) infectious diseases of birds, including those transmissible to man, with emphasis upon their epidemiology, prevention and control; 3) tropical diseases, with particular concern for the parasitic zoonoses; and 4) the ecology of viral and rickettsial infections of man and domestic animals which also involve a wildlife component. Eleven faculty members on academic or research appointments are presently engaged in one or the other of these activities. The present departmental faculty also includes two individuals whose research fields are biostatistics and the epidemiology of non-infectious diseases. In addition, there are three state extension veterinarians, several lecturers from outside agencies (e.g. State Departments of Public Health and Agriculture, U.S. Department of Agriculture) and joint appointees from other campuses of the University.

The present teaching program of the department includes an undergraduate course in animal hygiene for non-veterinary students; professional veterinary courses in epidemiology, public health, food hygiene, avian diseases and diseases of laboratory animals; upper division and graduate courses in the areas of epidemiology, medical statistics, biomedical information retrieval, food-borne diseases and the detection and control of diseases in populations. New graduate courses are planned for the future in the areas of food science and of tropical diseases and parasitology. In addition, an introductory course in epidemiology and public health for students without a medical background and a sequence in biostatistics for veterinary students will be offered.

At present the department accepts candidates for the M.S. in food science and M.S. or Ph.D. degrees in microbiology and comparative pathology, and departmental faculty members belong to these three graduate groups. Beginning in 1967-68, a program leading to the M.S. degree in preventive veterinary medicine also will be offered. This new M.S. program will emphasize training in epidemiology, biostatistics and mass disease control. It was requested by and has been designed to serve the requirements of livestock disease control agencies in government. Under the graduate group in comparative pathology, Ph.D. studies in the field of epidemiology will also be offered beginning in 1967-68. This latter will be a multidisciplinary program which admits veterinarians, physicians and other suitably prepared biologists.

The following areas of development are projected in the academic plan of the Department of Epidemiology and Preventive Medicine.

Existing Programs

1. Strengthening of the Present Veterinary Program in Food Science: Five departmental members are presently associated with the Food Protection and Toxicology Center. Their combined research program and the courses presently offered by the department in food hygiene and food-borne infections, plus other substantial campus resources

in related food science areas, provide the nucleus upon which to build an outstanding and uniquely broad veterinary graduate program in the food science area. To accomplish this we will have to develop new courses on the epidemiology and prevention of nutritional diseases.

2. Expansion to Provide a Satisfactory Teaching Base in the Chronic Diseases-Medical Statistics Areas: The faculty group which initially constituted this department afforded it unusual strength in the area of infectious diseases, including their epidemiology and control, but no representation in the increasingly important areas of chronic and non-infectious diseases epidemiology and of medical statistics. This critical lack was partially remedied by appointments in September 1966 of an assistant professor in each of these fields. By informal agreement, the assistant professor of biostatistics also participates, at least temporarily, in the statistics program of the Department of Mathematics and the statistics laboratory facilities of that department are to be made available for our joint teaching use.

However, achieving any semblance of balance for the future in our undergraduate and graduate programs will require appointment of at least one additional person at the associate or full professor level (1 academic FTE) in the non-infectious diseases field. Inasmuch as the program of this department is being planned to serve the needs of both the School of Veterinary Medicine and the School of Medicine this new appointee will probably be a physician. Pending training grant support from the NIH includes a request for the funding of this new position at the associate professor level.

3. Strengthening of Resources for Epidemiological (Ecological) Studies of Diseases Involving Wildlife Components: Epidemiology is, in a sense, medical ecology and several members of this department's faculty are particularly interested in disease cycles which involve not only domestic animals and man but wildlife species as well. For example, a study of Q fever reservoirs in California wildlife is now in progress. Departmental members are taking part in the formation of a campus graduate group in ecology and we have explored in a preliminary way the future relationship of our graduate program to that of the Ecology Institute.

Wildlife diseases and related studies constitute an obvious area of further development by veterinary faculties and we are particularly interested in encouraging selected veterinary graduates to undertake Ph.D.-level work in such fields as vertebrate zoology, entomology and marine biology. Several of the veterinary schools in Europe support extensive programs in these fields. Veterinary research in these fields is of major importance not only from the standpoint of important consequences to public health and human economy but also in the identification of new species of laboratory animals for particular research needs in comparative medicine. In this latter connection, a new course has been developed in this department on diseases of laboratory animals, including species only recently domesticated for that purpose.

The immediate need in this area is to recruit for our staff a veterinarian who has had formal graduate training in vertebrate zoology and ecology (1 academic FTE at the assistant professor level). We would hope to be able to direct an outstanding young veterinary graduate into this niche within a few years' time.

New Programs

1. Inauguration of a Training Program in Tropical Veterinary Medicine: This would be an extension of present M.S. and Ph.D. programs to provide additional graduate training opportunities to veterinarians from tropical areas who will enter governmental service in their own countries as livestock disease research or control officers. This program will also train American veterinarians preparing for careers in international development programs in undeveloped tropical areas.

Projected needs for this program are a new course sequence on tropical diseases of domestic animals, new course offerings in parasitology and veterinary entomology, and overseas training and research facilities in Asia, Africa and Latin America. New faculty appointees could serve as members of the University's International Service Faculty if such a program is developed, and affiliation of departmental faculty members would be sought with the graduate group in International Agricultural Development. The U.S. Agency for International Development, the Pan American Health Organization, and the Rockefeller and Ford Foundations have all expressed interest in this program and negotiations for funding are in progress. One possible site for an overseas facility is Malaysia, through strengthening of the School of Veterinary Medicine's existing co-sponsorship of the University's International Center for Medical Research and Training. That Center is administered through the Hooper Foundation for Medical Research on the San Francisco campus. The Director of the Hooper Foundation currently holds an appointment (without salary) as Professor of Epidemiology in this department.

2. Establishment of an Institute of Agricultural Medicine: Developments in occupational medicine in the United States with respect to the rural environment have lagged appreciably behind similar developments in the areas of industrial medicine and hygiene. Although international congresses of agricultural medicine have been held in the past and the World Health Organization and International Labor Organization have both sponsored expert group meetings and seminars on the subject, only one institute of agricultural medicine (that at the State University of Iowa) has yet been created in the United States.

In Europe, such institutes have provided a much needed focus through which to direct attention to health problems peculiar to or of greater consequence to rural populations--such as the risks of zoonotic infections, toxic chemicals and accidental injuries-- as well as to problems of farm sanitation, the health of migrant workers, the provision of rural health centers and ambulatory services and the definition of conditions for the application of workmen's compensation laws. Not only is agricultural medicine a natural area for medical-veterinary collaboration in the health sciences at Davis, but one to which much of the rest of the Davis campus is also uniquely oriented.

It is envisaged that the planning and direction of such an Institute will stem from the joint activities of this department and, as it develops, the Division of Community Medicine of the medical school.

Foundation interest in such programs exists and possible matching support for construction is available. Physical provision for the Institute of Agricultural Medicine is being considered in the long-range development plans for the Health Sciences Complex.

Department of Pathology

Pathology, the discipline concerned with the response of the animal host to the action of disease agents, is the bridge between the preclinical and clinical portions of the veterinary medical curriculum. Preceded by the study of the normal host and the various disease agents, it is followed by the clinical study of the mechanism of disease processes, clinical manifestation, diagnosis, treatment, and control. The department contributes to the professional veterinary medical curriculum by providing a comprehensive full year course in pathology and an introduction to diagnostic pathology, the latter conducted as a part of the departmental autopsy and biopsy service in the Veterinary Medical Teaching Hospital.

The department offers graduate work through the interdepartmental group in Comparative Pathology. The training combines a broad base in morphologic pathology with experience in research for persons seeking careers in teaching, research, and diagnostic work. As the School of Medicine develops, it may be desirable to develop a joint graduate major in pathology. About 1963 the graduate level teaching load began to exceed the professional level teaching load. This margin, in spite of larger professional classes, will continue to widen sharply. In 1960-61 there were three graduate majors, in 1966-67 there were thirteen.

About thirty are projected for 1975. Expanded offerings in experimental pathology and in several areas of systemic pathology, as well as an increase in casework, increased attendance in present courses, and increased thesis research supervision will require additional academic FTE by 1975.

Research in this department is largely concerned with an understanding of disease processes, with determining the nature and dynamics of specific diseases, and with developing useful diagnostic criteria. The approach is primarily one of studying altered structure, from the gross to the molecular level. Current areas of research interest include cytopathology, oncology, fetal pathology, pulmonary pathology, and neuropathology. For both research and teaching needs, competent personnel are required in additional special areas such as cardiovascular, urinary, gastroenteric, skin, and bone and joint pathology. The department also must contribute its special competence to the developing program of diseases of experimental animals and birds. Effort must be contributed to the areas of nutritional, developmental, immunopathologic, and toxicologic disease research. It will be essential to develop the use of electron microscopy in pathology far beyond the present slight involvement. Much of the research is, and will continue to be, collaborative with other disciplines throughout this and other campuses of the University. While we contemplate no organized research units of our own, we are already involved in the activities of the several existing units and expect to participate as individuals in many of the planned units.

Department of Physiological Sciences

The Department of Physiological Sciences is composed of four divisions: physiological chemistry, physiology, pharmacology and toxicology, and radiobiology. It is concerned with fundamental and applied biomedical aspects of these four disciplines as they relate to animals in the teaching and research program of the School.

The department has a large and diverse teaching function directed toward the professional veterinary medicine program; however, courses are available and heavily used by upper division and graduate students throughout the campus. The department provides instruction in physiology; the functional interpretation of gross, micro and ultra structure in vertebrates and the explanation of biological phenomena in terms of the primary laws of physics and chemistry and the standard to which both normal and abnormal patterns of behavior are compared. Instruction in physiological chemistry is concerned with the molecular interactions characterizing and distinguishing normal and abnormal states in the animal. It also establishes essential guidelines for nutrition, diagnostic clinical chemistry, and the rational basis for pharmacology as well as the clinical sciences. Instruction in pharmacology, the scientific expression of the mechanisms by which chemical agents act on biological systems also is provided. Radiobiology teaching programs are included insofar as they concern the effects of ionizing radiation upon behavior, function and composition of biological systems at all levels of their organization.

Graduate courses in intermediary metabolism of animals, fundamentals of radiation biology, the use of isotopes as tracers in biological research, experimental physiology, and graduate seminars are offered. A special seminar in neurophysiology is conducted in cooperation with other departments. Courses on the theory of metabolic measurement and its evaluation, comparative physiology of circadean rhythms, biothermogenesis and physiology of organ and tissue culture systems are planned. Staff members participate in graduate groups of Physiology, Comparative Biochemistry, Comparative Pharmacology and Toxicology, Comparative Pathology, Biophysics, Nutrition, and Endocrinology.

Faculty members are actively engaged in organized research units such as the National Center for Primate Biology, the Radiobiology Laboratory, and the Food Protection and Toxicology Center, and cooperate with members of the faculty of the Schools of Medicine at Davis, San Francisco, and Los Angeles, the Livermore and Lawrence Radiation Laboratories. New interdisciplinary research programs in neurophysiology, metabolic diseases, cardio-pulmonary physiology, biomedical engineering, comparative pharmacology and toxicology, cardio-respiratory physiology, environmental physiology, and space physiology have been established or are planned.

The diverse research interests of faculty members lie in such fields as metabolism and metabolic diseases, toxicology of organic compounds, neurophysiological control of muscle contraction, physiology of reproduction, endocrinology, renal hypertension, radiation patho-physiology of organ and tissue cultures, adaptive behavior, growth and development, temperature regulation, acceleration biology, bioclimatology, nutrition, and bone metabolism.

Department of Veterinary Microbiology

The present teaching program of the Department of Veterinary Microbiology includes seven professional courses, six of which are required during the second year and one during the third year. Professional courses attempt to cover the basic principles of bacteriology, helminthology, entomology, immunology, immunogenetics, mycology, serology, virology and clinical microbiology. They acquaint the student with methods used in studying various microorganisms, helminths and arthropods that are responsible for diseases in animals including man.

In addition to the professional courses, the department offers four upper division service courses (introduction to immunology, medical microbiology, immunogenetic and electrophoretic techniques, and special study for advanced undergraduates) and five graduate courses (advanced immunology, lethal genes and karyotypic anomalies, microbiology seminar, group study, and research). Some of the faculty of this department also participate in the teaching of courses offered in other departments both within and outside the School.

The department accepts candidates for the M.S. and Ph.D. group-administered degrees in microbiology, comparative pathology, genetics, and animal physiology. Presently, the number of registered graduate students in this department is 19. In addition, there are always a number of postdoctoral fellows and trainees. Each member of the faculty of this department is a member of one or more graduate groups and some participate in the graduate programs of other departments such as animal husbandry, entomology, genetics, poultry science, and zoology.

It is anticipated that the graduate student enrollment will increase to about forty by 1972. Enrollment in the present upper division and graduate courses is increasing rapidly and some of them may have to be offered more often, including the new course on Immunogenetic and Electrophoretic Techniques (to be offered for the first time in fall 1967). Two new service courses, one in virology and the other in parasitology are being planned for 1968-69.

Much of the research in the department has centered around host-parasite relationships and the development of effective vaccines and programs for the control of infectious diseases and parasites of domestic animals. There is also much research of a fundamental nature which will increase as more and more diseases of animals are brought under effective control. Presently, such research centers around problems such as those concerned with cellular immunity, identification and classification of infectious microorganisms and parasites, enzymes invovled in reactions to anthelmintics, studies on blood groups and protein and enzyme polymorphisms in various species of animals, the morphology of animal viruses and cellular reactions caused by such viruses. Much of this research is collaborative and involves persons in other departments both within and outside the school, as well as with organized research units such as the Radiobiology Laboratory.

One of the newly organized research programs to be developed soon is that of the proposed Experimental Animal Diseases Research Laboratory. Members of the faculty of this department are actively involved in the formation and organization of that Laboratory and virtually all will participate in its research programs. Through this and related programs, it is expected that the Department of Veterinary Microbiology will considerably expand its research activities in the area of laboratory animals. As we look at the future, more emphasis will be given to comparative biology and medicine and much of that research will involve interdisciplinary teams. Although it is not the intent of this department to increase the number of disciplines now represented, we shall be recruiting new staff in those specialty areas where we are presently least prepared. These are immunochemistry, protein chemistry, protozoology, mycology and the genetics of microorganisms.

Members of the faculty of the Department of Veterinary Microbiology function through all the avenues of public service in which the School participates. It plays a particularly important role in the University of Chile-University of California Convenio.

Veterinary Medical Teaching Hospital

The School maintains a Veterinary Medical Teaching Hospital to provide patients and specimens from patients for all of the departments of the School requiring clinical teaching materials. It was established as an organized activity in 1966 from portions of the Departments of Clinical Sciences, Clinical Pathology, and Pathology. It is administered by a Hospital Director who is assisted by a Hospital Administrator and an Advisory Board composed of the chiefs of the various hospital services. The Director reports to the Dean, and receives general policy guidance from the School's Council of Department Chairmen.

The Veterinary Medical Teaching Hospital serves as a teaching laboratory for the entire School. In order to attract needed animals and animal patients for teaching, it must provide services 24 hours a day, 365 days per year and provide some consultative services to veterinarians so that they will refer patients needed in the teaching program to the hospital for diagnosis and treatment. Some patients provide useful research data on the nature of diseases and their response to therapy, and hence contribute to research although it is not the practice to conduct research on patients in the hospital.

It is anticipated that the hospital service will become more sophisticated with the further development of specialty services such as anesthesiology, cardiology, pulmonary diseases, radiology, dermatology, ophthalmology, surgical specialties and reproduction. It will support the graduate as well as in the professional teaching program of the School.

Radiobiology Laboratory

The Radiobiology Laboratory provides the facilities for graduate students and faculty members of the School of Veterinary Medicine and of the University to pursue research on the interaction of ionizing radiation with biological systems, emphasizing effects on mammals. Faculty members of the School directly associated with the Laboratory also conduct research on effects of acute and chronic radiation on the life span of the dog as detected by physical, chemical, physiological, clinical, and pathological observations.

Laboratory staff participate in the teaching program of the School by offering upper division instruction in the fundamentals of radiation biology, and they assist in teaching other courses in the Department of Physiological Sciences. The course offerings and graduate research will be expanded as the program in radiation biology is developed.

The program of the Laboratory will be expanded to include additional species, additional agents and new research programs. Members of the staff will develop closer working relationships with the faculty of the School and participate more fully in the teaching program. Areas in which greater interaction in both teaching and research is anticipated are diagnostic, radiology, radiation therapy, nuclear medicine and radiation physics. Cooperative programs will be developed with the School of Medicine.

GRADUATE DIVISION

Graduate Divisions on seven of the nine University campuses administer the programs of study leading to the degrees of master of arts, master of science, doctor of philosophy, and such other graduate degrees as may be approved. Universitywide coordination of graduate study is provided by the Coordinating Committee on Graduate Affairs, a standing committee of the Academic Senate. At each campus that offers graduate study, the Academic Senate has created a Graduate Council to establish policies for the conduct of graduate instruction and supervision. An autonomous Graduate Division of the Davis campus was created in 1961. Before that time the graduate program was administered by the Graduate Division, Northern Section (Berkeley, Davis, and San Francisco).

The Graduate Division supervises the graduate degrees offered by the departments and by interdisciplinary groups and committees. At present there are some twenty-eight M.A., twenty-nine M.S., and twenty-five Ph.D. degrees offered by departments other than those in the College of Engineering; in addition Master and Doctor of Engineering degrees are offered in each of the departments of the College of Engineering. These offerings have been mentioned previously in departmental narratives. The long-standing and general campus practice of offering Ph.D. programs by faculty groups will be continued. Graduate studies leading to advanced degrees are now offered by Graduate Groups or Committees in the following areas.

Agricultural Chemistry - Ph.D.
Agricultural Science and Management - M.S.
Anatomy - M.S., Ph.D.
Animal Physiology - M.S., Ph.D.
Biophysics - Ph.D.
Botany - M.A., M.S., Ph.D.
Comparative Biochemistry - M.A., Ph.D.
Comparative Pathology - M.S., Ph.D.
Comparative Pharmacology and Toxicology - M.S., Ph.D.
Endocrinology - Ph.D.
Food Science - M.S.
Genetics - M.S., Ph.D.
Horticulture - M.S.
International Agricultural Development - M.S.
Linguistics - M.A.
Microbiology - M.A., Ph.D.
Nutrition - M.S., Ph.D.
Plant Physiology - M.S., Ph.D.
Range Management - M.S.
Soil Science - M.S., Ph.D.

New majors offered by various groups are currently being considered. Expansion of graduate study in other new areas will occur as faculty strength in these areas develops, along with sufficient library holdings, space and equipment for graduate instruction and research, and a demonstrated need for offering the degrees. New programs must be approved by the Graduate Council of the Davis Division of the Academic Senate, the Coordinating Committee on Graduate Affairs of the Academic Senate, and the Administration.

Admission to graduate standing will continue to be based primarily on the scholastic record of the last two years of undergraduate study or a year or more of graduate study at another institution. Certain schools and disciplines will also require Graduate Record Examination scores and letters of recommendation. Students whose undergraduate study has been in a language other than English, are required to furnish certification of English proficiency before admission.

Financial assistance for graduate students is expected to increase with the expansion of support from several federally administered fellowships and loan funds. University-supported fellowships will increase as additional endowment funds become available for this purpose. Other sources of support include Teaching Assistantships, Teaching Fellowships, Research Assistantships, and acting instructors appointments.

On the Davis campus the Graduate Dean has the responsibility of appointing and reviewing appointments of Research Assistants, Teaching Assistants, and Teaching Fellows, as recommended by the appropriate departmental chairman.

LIBRARY

The Library is the keystone of instruction and research and as such is a major campus resource. The future size of the library will not be dependent solely on the number of students, but rather will be related to the teaching and research needs of the departments and disciplines requiring library material. Its expansion must parallel, and exceed if possible, the growth in academic programs. A target figure of 900,000 volumes for the year 1970-71 has been approved by President Kerr for the Davis Library, and the collection should contain well over one million volumes by 1975. Reliance will generally be placed on the libraries at Berkeley and UCLA for little-used research materials on subjects in which Davis does not specialize. Methods for improving library service, developed by the University of California's Institute of Library Research and other agencies, will be used. Techniques and devices to be exploited include improved interlibrary loan services, provision for photographic copies of library materials, mechanization of procedures when feasible, union catalogs, the intercampus bus service, and grants to encourage intercampus use of library facilities.

The Davis Library collection must be adequate for the daily work of a general university; it must have all the basic and standard works required to support the teaching and research needs of an academic program of high quality. Extensive collections will be developed in fields for which Davis has a well-recognized universitywide responsibility. These include agriculture, the biological sciences, veterinary medicine, and related subjects. Unique collections of high distinction, such as the Higgins Library of Agricultural Technology, are to be acquired whenever possible. Large collections will also be built in fields other than agriculture and the life sciences, which are recognized as areas of specialization for Davis. These fields will include certain areas of the humanities and the arts, the social sciences, the physical sciences, mathematics, and engineering. Adequate special libraries will be developed for professional schools such as law and medicine. The Davis Library will provide for the use of its facilities by faculty members from other institutions of public higher education located in the Sacramento Valley and will serve as a general cultural resource for this region.

It is expected that the Davis Library will be composed of the following major physical units by the year 1970-71:

1. The General Library--serving the humanities and social sciences, the arts, the general and biological sciences, and agriculture. It will also serve as the processing center for all library materials except law.
2. Health Sciences Library--for the School of Medicine, and the School of Veterinary Medicine.
3. Physical Sciences Library--for chemistry, engineering, physics, geology, and astronomy.
4. Law Library.

ORGANIZED RESEARCH

A number of organized research units--laboratories, centers, and institutes--have recently been formed to foster and administer research, both individual and cooperative, and to facilitate interdisciplinary graduate instruction. Many research programs that cross established disciplinary boundaries can be carried on most satisfactorily by such organizations. Funds for large-scale interdisciplinary research projects are more readily obtained from extramural agencies when the contunuity of such projects is assured by the existence of organized research units. When the proposed program can be developed and implemented within the existing departmental structure, the establishment of a separate research unit will be strongly discouraged.

The oldest established organized research unit on the campus is the Agricultural Experiment Station. An integral part of the College of Agriculture, it is described in the passages dealing with the College and its departments. New units may be established for proposed activities that can best be administered in this manner when the activity is clearly unique (at Davis and within the University) or does not unnecessarily duplicate an existing unit on another campus. Existing units such as the Electron Microscope Laboratory, the Laboratory for Research in Fine Arts and Museology, and the Computer Center currently support graduate teaching activities. Proposals for new units must clearly indicate that they will contribute directly and substantially to the graduate program and relate harmoniously to the special attributes of the campus. When such units are considered for approval, the initial core funding must be firm, even though extramural sources may be sought for the major support of the program of the research unit.

In addition to the organized research units described below, a proposal is under review to establish an Institute of Comparative Communist Studies.

Agricultural History Center--College of Letters and Science

The Agricultural History Center, created in 1964, is an active research organization in an early phase of development. Initially the Center will foster individual research in the fresh and relatively unexplored field of agricultural history. As it reaches maturity, projects involving interdisciplinary and cooperative research will be undertaken by members of the faculties of the Colleges of Letters and Science, Agriculture, and the School of Veterinary Medicine.

The Center's principal activity now is the maintenance of the editorial office of Agricultural History, the scholarly interdisciplinary journal published for the Agricultural History Society by the University of California Press. The Center will begin to fulfill its larger research objectives when its staff is increased and University and extramural support is provided.

Instruction in the field of agricultural history at the undergraduate and graduate levels is a function of the Department of History, with the Agricultural History Center serving as a reinforcement or resource. The Center will contribute to graduate study in the Department of History and in others by cooperating with the Library in its collection of research materials, by providing graduate students with employment as research assistants, and by organizing and directing interdisciplinary thesis and dissertation subjects related to agricultural history.

Agricultural History Museum

The Agricultural History Museum is essentially a museum of agricultural machinery and is not a part of the Agricultural History Center. It is based upon two collections - an important library collection on agricultural machinery donated by Mr. F. Hal. Higgins, and a collection of interesting pieces of agricultural machinery that have been contributed by various donors over the years. The unit is being funded entirely by outside sources. Plans to appropriately house the machinery collection are well along. Additions to the collection will be accepted as facilities for their protection and display become available.

Agricultural Toxicology and Residue Research Laboratory--College of Agriculture

The Agricultural Toxicology and Residue Research Laboratory is concerned with the effects on human and animal health of natural toxins and chemicals used in the production and processing of food. Its objectives include basic research into the chemistry, biochemistry, and biological effects of pesticides, food additives and natural toxins; the application of knowledge derived from such research to the understanding of environmental hazards and the reduction or removal of these toxic substances; and interdisciplinary education and training in this new field.

In 1957, a pesticide-residue research project was established on the Davis campus to develop analytical methods and conduct residue analyses that would lead to recommendations for the use of pesticides in California agriculture. Because of the broader scope and implications of toxic materials in the environment, the Agricultural Toxicology and Residue Research Laboratory was established in 1962. It was the first organization of its kind in the world, but several other universities are now forming similar units.

Toxicology is traditionally taught in schools of medicine as medical and forensic toxicology and in veterinary medicine schools as veterinary toxicology. This Laboratory, the first to offer instruction in toxicology outside of the health sciences as it relates to food production, processing, and preservation, is pioneering in this area.

Departmental status is now being considered for the Laboratory so that its research findings can be more effectively presented in formal courses of instruction. Courses in agricultural toxicology are now supervised by an executive committee appointed by the Dean of the College of Agriculture. This committee is the forerunner of an interdepartmental group in the field which may offer a graduate degree, possibly in comparative toxicology.

Staff members hold lectureships in academic departments, take part in a variety of interdepartmental graduate groups, and participate in graduate instruction. Initial graduate courses (seminar and directed group study) were offered in the fall semester of 1965. A general, one-term upper division course in agricultural toxicology has been added for students majoring in food science, landscape horticulture, crop protection, and plant science.

New courses will be offered in such subjects as the trace analysis of toxicants and the chemistry and biochemistry of selected classes of toxicants. They are being coordinated with related offerings in other departments so that an effective coverage of agricultural toxicology and its allied subjects can be available.

The broad research goal of the Laboratory is to achieve a better understanding and improve the control of environmental toxicity with particular emphasis on safety and health. More specifically, future research will be devoted to increasing effectiveness of important biological approaches, such as physiology and nutrition; to undertaking studies on the amelioration of toxic hazards.

The Laboratory's principal service activity is its extensive program of pesticide-residue analysis in support of pesticide recommendations published by the Agricultural Experiment Station. Extension specialists should be assigned to the Laboratory in the near future to assist in bringing its findings to the public.

Computer Center

The Center was established as an organized research unit early in 1964. Computing equipment of varying degrees of sophistication has been used on the campus since 1951, and a National Science Foundation grant of $40,000 for the establishment of digital computer facilities made possible the installation of an IBM 1620 machine in March, 1961. Since then the digital computing capability has been increased in several steps, leading to the installation of an IBM 7044 digital computer in September, 1965.

Financial support from the National Institutes of Health covers about one-third of the operating costs and supports computer operations for health-related research projects. The rest comes from a combination of University budget funds and from charges to users not covered by the NIH grant. The Center is currently financed in such a manner that it does not charge the academic departments for most services connected with their teaching activities. However, with the planned expansion in use of the computer facility by instructional units, increased budgetary support from sources that support teaching programs must be found.

The Center is a service unit supplying the digital computer facilities for all teaching and research activities on campus. It provides key punches, card sorters and verifiers, a punch-card reproducer and interpreter, and a large-scale precision digital plotter. All are available for use, or personnel of the Center will provide the needed service. Programmers attached to the Center maintain and update the computer systems programs and other computer programs that have general campus application. They also assist research workers in developing computer programs to meet the particular needs of research projects.

The Center offers four to six short courses each year to develop skill in programming. It has produced a series of video tapes to instruct students in programming in the Fortran IV source language.

The Computer Center Advisory Committee is planning to meet the expanding needs of the campus for computer services through the development of a campus-wide computer network that will include service machines and be closely related to research computers in such areas as the College of Engineering. Direct on-line computation from experimental laboratories at various locations, time-shared computer terminals for both teaching and research, analog to digital conversion, and library and health sciences records are examples of the variety of needs for which the Center is preparing to meet campus growth and development.

Crocker Nuclear Laboratory--College of Letters and Science

Research in nuclear structure has been pursued on the Davis campus since 1954, when the Department of Physics constructed a precision beta-ray spectrometer. The Davis 22-inch cyclotron, on which construction began in 1957, has produced radioisotopes and particle beams for the nuclear program. It was later recognized that the graduate research program would require an augmentation of accelerator facilities. To accomplish that end, a proposal was forwarded to the Atomic Energy Commission in September, 1959, for the transfer of the Crocker 60-inch cyclotron from Berkeley to Davis and its modernization at a later date (1968) to a sector-focused cyclotron of variable energy and enhanced beam intensity and energy. Because of technological advances and cost reductions, conversion at the time of transfer became desirable. Accordingly, a revised proposal was approved and the accelerator has been completed with the magnet extended to 76 inches in diameter, utilizing much of the design of the isochronous cyclotron at the Oak Ridge National Laboratory. In operation since April, 1966, the accelerator is housed in a specially designed building constructed with funds provided by the National Science Foundation and the University. The 22-inch cyclotron has been transferred to the University of Chile in Santiago.

It is understood by the Atomic Energy Commission, which supports the physics nuclear research program, that the 76-inch cyclotron is used primarily for research in physics, but beam time is made available for other departments. The Crocker Nuclear Laboratory was established to administer these activities.

Research in nuclear physics, including both experimental and theoretical work on a variety of fundamental problems, is carried out in the low- and medium-energy range. Scattering of particle beams from the accelerator by various targets is being investigated. Isotopes are produced, separated by a mass spectrometer, and studied by the techniques of beta and gamma spectroscopy, including bombardment of targets in the beta-ray spectrometer. Fast neutron and polarized particle beams will also be formed for experimental use.

The availability of irradiation facilities which produce neutron-deficient and short-lived isotopes will prove useful to researchers in biology, radiochemistry, and engineering. The cyclotron's versatility is such that a variety of tracer elements can be produced throughout the periodic table of elements. A shielded area is provided for *in vivo* irradiation of animals, plants, and human subjects by proton and alpha particle beams of energies up to 75 million electron volts.

Teaching programs at the graduate and postdoctoral levels will be enhanced by the cyclotron facilities. Twelve students have been working in the Crocker Nuclear Laboratory on their thesis research during the academic year 1966-67. This summer there are twenty-five students employed at the facility. It is expected that the Laboratory will eventually accommodate about fifty graduate students in its research program. Through joint appointments, postdoctoral fellows in the Laboratory can be employed in various departments to strengthen the undergraduate and graduate instructional programs; seven such postdoctoral research scholars have been in residence during the academic year 1966-67.

Electron Microscope Laboratory--College of Agriculture

The Laboratory is a service unit for faculty and graduate students in all departments needing information on the ultrastructural level. Since 1960, when it was established, 27 campus departments have used its facilities.

Present research deals primarily with the ultrastructure of microbial, plant, and animal cells and other organic and inorganic materials. Many kinds of tissues are investigated in an effort to correlate structural changes with function under normal and abnormal conditions. Single-celled organisms, such as bacteria and protozoa, are studied to determine basic structure-function relationships of biological systems. Isolated and intracellular viruses are identified, classified, and correlated with their possible etiology. Large protein molecules are isolated and morphologically identified. Soil samples and crystalline structures are studied.

In the future, facilities to formally train graduate students in electron microscopy will be added. Facilities to determine structures and empirical formulae of organic chemical compounds by use of mass spectrometry have already been incorporated into the Laboratory. Electron-probe facilities for the identification of crystalline substances will be needed by 1969-70. Expansion of all of these facilities is expected to take place after 1970 as need arises.

Food Protection and Toxicology Center--College of Agriculture

The Center was organized as a research and training center in the environmental health sciences during the fall of 1964, after a twenty-month planning period funded primarily by a planning grant from the United States Public Health Service. Operations began January 1, 1965, when a substantial grant, also from the Public Health Service, became available.

The Center sponsors and performs coordinated multidisciplinary research on public health problems, especially those associated with the use of agricultural chemicals, food and feed additives, food-borne infections and intoxications, and food processing and food preservation. It sponsors educational programs to train scientists for careers in the environmental health sciences, and it conducts seminars, symposia, workshops, and colloquia on special topics regarding environmental health. Documentation services are provided for workers in the environmental health sciences, especially those dealing with the above-mentioned problems.

The Center is under the administration of the College of Agriculture to coordinate research and training activities carried out in the regular departments, organized research units, and by the graduate groups of the University. It does not have, nor does it intend to have, a research and teaching facility. Its objective is to bring together and focus the efforts of faculty from many departments on multidisciplinary problems that are too broad for a single department.

Broad areas of research in the environmental sciences that are well suited for development are the microbial and chemical hazards to man which are associated with agricultural production, food processing, and food preservation, and the nutritional and safety problems associated with food processing and food preservation.

Current research projects deal with the morphological, physiological and biochemical aspects of toxicity; with the development of methods for assessing chronic toxicity; and with the development of analytical methods and instrumentation. New and future projects will explore methods of minimizing hazards from naturally occurring food and feed toxicants and the environmental fate of toxicants. Research on infections and intoxications produced by Salmonella, Clostridium, staphylococci and fungi is under way as well as a program on food processing and food preservation.

A special program is being established for documentation and information in the environmental sciences to serve the research and training staff of the Center. A system is being developed for the collection, storage, and retrieval of scientific information of interest to those working in the environmental sciences.

As a result of broader objectives that are being developed for the Center, a new organization and policy-making structure is being organized. Along with these changes, the Center may be renamed.

Institute of Governmental Affairs

The Institute began operations in 1962 and has a broad mandate to investigate public policy questions, especially those important in California. Its proximity to the State Capital influences the jurisdictional level on which many of its studies concentrate. Examples of present and future research areas include governmental regulation, public finance, water resources, local government and special districts, legislative apportionment, and educational, judicial, and personnel administration. Not only do these bear on important problems of the day, but they also reflect the interests of the Institute's academic researchers, each of whom has a half time appointment in an academic department.

Joint appointments facilitate the development of an interdisciplinary approach to policy-oriented research. The staff now includes representatives from political science, economics, and sociology. Representatives from other social sciences may be added in the future. A joint appointment with the newly established School of Law is anticipated. Although joint appointments with the agricultural economists are complicated by their relationship with the Agricultural Experiment Station, the existing practice of publishing some of their papers is likely to continue. Even without formal joint appointments, arrangements for liaison with other units have been made. The occupant of a new position of Assistant Research Political Scientist will have the courtesy title of Lecturer in Political Science. A recently appointed Extension Specialist in public administration will work closely with the Institute on an informal basis.

A five year grant from the National Municipal League is helping to finance a study of the consequences of reapportionment in California over the next five years. For this study, for others dealing with the selection of state judges and with tax integration, and for research in general, the growing collection of government documents and other special materials in the Institute library greatly facilitates research.

It is planned that a center for the study of courts will commence operations as part of the Institute in the fall of 1967. Application for funding has been made to the Ford Foundation. The Director of the Institute and the Dean of Law will be co-directors of the center. The management of the center will be in the hands of an Associate Director and an Assistant Director; one of these will be a lawyer and the other a social scientist.

Approximately one-third of the one million dollar grant will be used for the establishment and operation of the core staff of the center, with the remaining two-thirds reserved for individual research or demonstration projects. Although the actual selection of projects will be made after the center gets underway, the following are possibilities:

1. Demonstration Projects
    a. offender rehabilitation
    b. model communications
    c. model police training in law, individual liberties and minority group relations
    d. evaluation of projects undertaken by operating agencies

2. Research Projects

   a. the administrative context in relation to offenders
   b. the processing of offenders in California municipal courts
   c. the decision to prosecute in local communities
   d. a profile and analysis of the criminal defense lawyer and the prosecutor
   e. the indicators of violent behavior

Ideas for further projects will be generated from seminars involving law enforcement personnel, some of whom will be involved in a lease-and-study program for such officials.

From its inception the Institute has planned to play an active role in the education and training of graduate students from the several fields of the social sciences. Currently supporting graduate research assistants from the Departments of Economics and Political Science, the Institute plans to expand this opportunity to other fields as resources permit. A Carnegie Foundation grant is supporting a nationwide study, in which the Davis campus is involved, to determine how institutes such as ours can contribute to graduate training of potential practicing public administrators and teachers in that field. The Institute is seeking additional ways of offering opportunities that will enhance the teaching program related to governmental affairs for the entire campus.

International Agricultural Institute--College of Agriculture

The Institute, established by The Regents in May 1964 is an organized research unit within the Agricultural Experiment Station, operating on a statewide basis, although its administration is on the Davis campus. Faculty members of many academic units have been active in developing its program, and broader participation is anticipated shortly when funding is more fully developed.

The objectives of the Institute are coordinating and strengthening research relating to foreign agriculture, and soliciting grants and other support for this research. The Institute serves as a coordinating unit for interdisciplinary activities involving members from other colleges on this campus and other campuses of the University. It will act as a clearing house for information on international research and service activities, not only within the University but also for other universities, agencies, and organizations. It will assist individuals, faculties, and teams of workers in seeking funds for international research and service activities. It will make available to the general public information about international activities of the University, and it will act as a host for foreign visitors.

The Institute will attempt to solve agricultural problems in lesser developed foreign countries, using a cooperative interdisciplinary approach involving the physical and biological sciences, economics, and the other social sciences.

The Institute would be an appropriate headquarters for an International Service Faculty dedicated to the development of the industrial and agricultural economies in emerging nations. Faculty participating in the Institute will depend on their respective departments for housing, general administration, and most supporting services.

It is planned that the Institute will provide research resources to facilitate graduate instruction, both on the campus and in foreign areas where appropriate research opportunities exist for advanced graduate students from the Davis campus. Faculty members affiliated with the Institute will work with and supervise graduate students. In addition, information and experience brought back to the campus by the International Service Faculty will be injected into both the graduate and undergraduate curricula, and greatly enrich offerings in international development and related fields.

Kearney Foundation Research--College of Agriculture

In 1951 The Regents approved the establishment of the M. Theodore Kearney Foundation of Soil Science (the administrative title is Kearney Foundation Research) as an organized research activity to be supported by the income accruing from the former Kearney estate, willed to The Regents of the University of California by M. Theodore Kearney in 1908. Endowment research funds are supplemented by grants secured by the Foundation staff from government and private agencies.

In keeping with Mr. Kearney's intellectual spirit and his special recognition of the need for basic knowledge as an aid to successful agriculture in semi-arid lands, the Foundation pursues studies in basic soil science oriented toward problems of nitrogen economy and special problems of salt influences on soil chemistry, including soil-formation processes and plant-soil interrelations. The Foundation selects new problems of significance or looks for new approaches to old problems that lack complete solutions.

Members of the staff of Kearney Foundation supervise research training of graduate students assigned to projects within that organization. Thus, the Foundation contributes to graduate instruction both by funding directly or through grants the research of graduate students, and by augmenting the number of qualified staff members available for graduate instruction. As funding of Kearney Foundation research increases, the opportunity for further contributions to the graduate student program will be enhanced.

Laboratory for Research in Fine Arts and Museology--College of Letters and Science

The lack of competent conservators and well-equipped laboratories to preserve paintings and other art forms has always been a problem for the museums of this country. This Laboratory is designed to meet such needs. It is a research center where young men and women can study to become specialists in scientific research in the fine arts, in the conservation of art, and in museology. It will contain a service center similar to the nationally supported European conservation centers where publicly owned institutions can receive expert assistance in maintaining their art collections. Space is now available and is being equipped with the best scientific equipment to cope with any problem involving the conservation and restoration of art.

The Laboratory promotes research in all branches of museology, such as exhibition techniques, housing of art, art education, and in problems involving conservation and restoration of art. Nationally and internationally known museum authorities will be invited to give lectures and seminars to keep staff and student abreast of new developments in the museums of the world.

The Laboratory will soon be cooperating with the California Museum Association in conserving the paintings of the Crocker Art Gallery in Sacramento, California. It expects to cooperate with several San Francisco Bay Area museums as well, and it is already performing this service for the Berkeley campus. The regular staff will be assisted by selected graduate students studying conservation.

The curator will leave shortly for Alaska to advise the Alaskan Art Council in respect to the preservation of the totemic art of Alaska; his trip is being made on behalf of the Secretary of the Interior, U.S. government, in their interest in preserving totemic art.

Under the sponsorship of the Department of Art, courses are now offered in museum methods and connoisseurship. These combine instruction in techniques of collecting, exhibiting, and conservation with actual work in the Laboratory and cooperative work with several museums. Academic programs of graduate students will include courses in several departments such as chemistry, biochemistry, physics, and anthropology. Personnel from local museums will work in cooperation with the Laboratory.

A diploma in art conservation, requiring the completion of a two-year postgraduate program in the Laboratory, is planned for 1968. The Master's degree in art history or similar study will be prerequisite to the diploma.

Additional instruction in museology will be offered in the next year or two, including materials and techniques, museum education, docentry, and the study of authenticities and detection of forgeries.

The collecting of American art will be emphasized. Acquisitions from such areas as the Northwest Coast, the Southwest, and the pre-Columbian world of Mexico and South America will enhance our own regional legacy.

Collections of the works of American regional painters, although perhaps of minor significance in the evolution of art, can provide ideal study material for the young conservator who is learning chemical, photographic, x-ray, and related techniques. As the Laboratory becomes a research center serving and served by the various museums of the region, the experience gained by minute study of relatively minor traditional paintings will be useful in the study of works of world-wide significance.

A possible joint project involving engineering, agricultural education, and art is anticipated to investigate a system of electronic scanning and processing of visual material. Art historians will aid in determining the growth and character of the Laboratory since they have various legitimate concerns which can appropriately be treated in a laboratory. Those who have a museological orientation have joint membership in the Art Department and in the Laboratory.

The Institute of Ecology

The establishment of the Institute of Ecology on the Davis campus to study the utilization and maintenance of natural resources was approved by The Regents in December, 1965. The Institute is to facilitate and intensify basic research on ecological problems. It is significant that ecology today deals with three levels of complexity:

the relationship of a single species to its environment; the role of phenomena such as dispersal, reproduction and predation; and the complex interaction of the first two levels.

In the past 40 years the third level, that of complex interaction, has become the focus of ecological studies. Yet the discovery of principles and their application to technical problems has been minimal compared with the dramatic advances in other aspects of biology. New methods of dealing with this level of complexity have been slow to develop. A major effort has, indeed, been made to abstract the principles of interaction from studies of environments of limited complexity, such as the Arctic tundra, sand dunes or deserts, but such investigations tend to deal with situations of limited ecological relevance.

The major goal of the Institute is the pursuit of investigations that will lead to generalizations valid for all ecosystems. The achievement of such a goal is now being sought through the investigation of appropriate mathematical models of ecosystems. Such investigations may be improved today by rigorously applying sophisticated sampling methods to all parts of each system, by developing models which provide hypotheses for testing our understanding of interactions, and by juxtaposing and intertwining models when these can be shown to be valid and relevant. Finally, computer technology and its applications to complex ecological problems promises a breakthrough in the comprehensive analysis of the complex ecological system because it permits the storing of vast quantities of information which can then be evaluated for economic importance and from which predictions can be made about the ecology of the future.

As an organized entity, the Institute of Ecology is administered by a director who, with the Institute staff, conducts the scientific program with full authority subject to the general policies of the University and the supporting agencies. The scientific leaders are faculty members drawn from the various colleges of the Davis campus. Present members of the Departments of Agricultural Zoology, Animal Physiology, Anthropology, Botany, Entomology, and Zoology are engaged in research projects appropriate to the scope of the Institute. Members of the Departments of Chemistry, Food Science and Technology, and the School of Veterinary Medicine are now cooperating with various members of the faculty conducting projects appropriate to the Ecology Institute. Members from other departments will be added as the program develops. The location and physical size of the campuse ensure that available space is present on campus to meet the needs of the experimental efforts of the Institute, and off campus there is readily available and easily accessible a great diversity of types of organisms found in ecological associations and communities ranging from the open sea to the alpine mountain tops, from the dry deserts to the wet bogs and swamps, from barren man-made sere areas to dense virgin forests and grasslands.

Each problem undertaken by the Institute is expected to attract a unique group of investigators. A number of scientists from several disciplines working together provide no panacea, but the complexity of ecosystems and the diversity and sophistication of the tools necessary to study even small portions of each system make it increasingly unlikely that any one man can investigate them in the breadth and depth required for a complete analysis of the events and situations that occur. The Institute is ready to undertake research in behavior; in adaptation-speciation mechanics; in human, physiological, population and community ecologies; and in ecology resource management.

There is clearly a critical shortage of people adequately trained in the techniques for solving basic problems in the management of ecological resources. But there is also a widespread and rising awareness of the need for deeper understanding of the ecological interrelationships between men, plants, and animals and their environment, which will result in increased support for undergraduate and graduate instruction and research. The Davis campus now offers 24 undergraduate and 10 graduate courses appropriate for satisfying this need, and more will be added as a result of the research efforts of the Institute. By providing training in the mathematical, computer, and data-acquisition procedures required for dealing with large-systems problems, the Institute will make its contribution to the teaching program. It will also make available specialized laboratories and experimental facilities for upper division teaching and graduate research.

The National Center for Primate Biology

This Center was the last of seven primate research centers established by the National Institutes of Health which in 1959 was authorized by Congress to provide the physical facilities, continuing financial support, and administrative guidance for such establishments dedicated to research on the biology of non-human primates and to application of the results thereof to solution of problems important to the human primate. The first six centers were organized to serve the needs of the general scientific communities in limited geographic regions; each was situated at and administered by a university.

After the six regional centers were established, a serious gap in the primate research program was recognized, for no one of them was dedicated to procurement, housing, breeding, and manipulating diverse species, and to interdisciplinary investigations of the broad biologic features of the species. Since these explorations were considered germane to the activities of all the regional centers and to the development of smaller facilities, it was decided to set up a seventh center which, because of these broad responsibilities, was designated a national facility.

After due consideration by both the University of California, Davis, and the National Institutes of Health, the National Center for Primate Biology was established in June, 1962. The Center has many objectives. It develops methods for importing, conditioning, housing, handling, and breeding substantial numbers of a large variety of primate species, ranging from the smallest members to the baboons, including both New World and Old World species. In the primary phase of development, indoor colonies will number some 5,000 specimens and outdoor colonies from 10,000 to 15,000. The Center will pursue systematic studies on the biology of the various species, which will be interdisciplinary studies ranging in scope from morphological to behavioral.

The Center will exploit the unique biologic characteristics of various subjects for solution of problems of concern to the human primate. Current work, for example, deals with the biology and therapy of malaria and tuberculosis, and with the fertility and teratogenic aspects of reproductive biology. The Center provides facilities and test objects for guest investigators to pursue research projects that can not be carried out in their home institutions. It also furnishes unique experimental subjects to workers outside the Center, such as special breeding stock or animals with unusual metabolic qualities or age.

The Center is acquiring a staff with competence in genetics, gross and microscopic anatomy, pathology, bacteriology, virology, parasitology, immunology, nutritional and metabolic components of biochemistry, neuro- and cardiovascular and reproductive aspects of physiology, pharmacology, psychology, and physical and social anthropology. These representatives are encouraged to pool their efforts to solve broad problems of general importance as well as to pursue individual interests in their respective disciplines.

Some members of the professional staff are expected to hold joint appointments in the Center and in academic departments appropriate to their disciplinary backgrounds, thus participating in undergraduate and graduate teaching. Joint appointments have already been made in Veterinary Microbiology, Physiological Sciences (pharmacology), Animal Physiology, Zoology, and Anthropology. More are expected to follow.

The guest-investigator program of the Center will give it strong ties with other campuses of the University of California and other American and foreign universities.

University Arboretum--College of Letters and Science

The University Arboretum provides the field laboratory for instruction and research in botany--particularly plant taxonomy and ecology--and in landscape horticulture in the central valley of California. The Director of the Arboretum is a member of the Botany Department faculty. The emphasis is on the utilization of native Californian, as well as Australian, African, and Mediterranean trees, shrubs, and flowers. At present the Arboretum provides teaching material for several courses in botany, landscape horticulture, and many other courses. Through an international seed-exchange program, the Arboretum provides seeds for all interested departments and staff on this campus. In three parcels of land on the campus comprising about 93 acres, the Arboretum is actively developing extensive species collections of onions, irises, acacias, and manzanitas. The iris collection is now very large, and the onion (Allium) collection is possibly the largest in the world.

Shields' Grove, a 26-acre plot of oaks, was established in 1964-65 as a memorial to the late Judge Peter J. Shields. In developing this grove, it is intended to create the most extensive oak species collection in North America.

GROWTH PLAN FOR ENROLLMENT AND GENERAL CAMPUS TEACHING STAFF

Enrollment

The revised version of the Academic Plan for the University, which was adopted by The Regents in 1961, established "planning limits" of 15,000 in 1980 for the Davis campus. This limitation affirmed that set down in a "Recommended Plan of Growth" for the University of California approved by The Regents on June 17, 1960. "A Suggested Plan of Growth for the University to 2,000 A.D.", published in the University Bulletin of September 27, 1965, proposed that the growth rate for the Davis campus should be increased so that the general campus would reach maturity in 1975 and that the health sciences would be fully expanded by 1980. At that time the total campus enrollment was expected to be 18,500. It now appears that maturity will be attained in 1976 for the general campus and 1983 for the health sciences and that the mature size of the campus in 1983 will be 18,984 including 380 interns and residents in the health sciences. The acceleration in growth rate and the increase in the planning limit are required by upward revisions in enrollment estimates for the whole University and the relative enrollments at maturity for the several academic units of the Davis campus. One of the primary reasons for increasing the maximum campus enrollment to 18,984 was the establishment of the enrollment limits of 2,984 for the health sciences, which would include the increase for the School of Veterinary Medicine, and 380 interns and residents. There would also be 1,000 in the Schools of Law and Administration. If these 3,984 students should be included within the planned limit of 15,000 that was approved in

1961, and if The Regents' policy statement of October 23, 1959, that "The College of Agriculture at Davis will continue to be the University's center for research and teaching in agriculture..." is to be fulfilled, then the Colleges of Engineering and Letters and Science would be so restricted in their enrollment as to be unable to meet the commitment for Davis to become a general campus.

In developing the year-by-year planned enrollments for the campus the Colleges of Agriculture, Engineering, and Letters and Science together have been projected to grow at not more than 1,000 students per year. The philosophy was also adopted that the growth rate for these colleges should gradually decrease to avoid major shifts in the proportionate distribution of students, particularly of the undergraduates, and thereby more nearly to match the level of instruction requirements to the availability of instructional space by type of instruction.

General Campus Growth Plan Faculty and Teaching Staff

The number of general campus full-time-equivalent (FTE) regular faculty positions has been projected from 1966-67 through 1971-72 using the unweighted ratio of 16:1 and after that year using the 28:1 weighted ratio to reflect the need for more faculty to instruct the projected gradually increasing proportion of graduate students. In arriving at the weighted ratio, the lower division students are given a weight of 1, upper division students 1.5, all graduate students except 2nd stage doctoral students 2.5, and 2nd stage doctoral students a weight of 3.5. Projected graduate student enrollments by level of instruction are shown in Table 4. Unweighted and weighted students and the total general campus regular faculty are shown in Table 5.

Faculty requirements in each of the colleges and schools of the general campus will depart from the overall ratios used to determine the total needs. The College of Agriculture is a mature college from the standpoint of instructional faculty positions. The 1976-77 weighted FTE student to regular faculty ratio is projected to be 32.5:1. In 1965-66 this ratio was indicated as 27.0:1. This ratio was incorrect, due to vacant faculty positions being established at 100% teaching without regard to Agricultural Experiment Station (A.E.S.) responsibilities. An overcorrection was made in the following year, which changed the ratio to 35.5:1; however, preliminary results of a detailed study by the college indicate that the present ratio is too high, and that the correct ratio is somewhere between 27.9:1 and 35.5:1. An increase from this (as yet undetermined) true ratio to 32.5:1 in 1976-77 will reflect the large graduate classes that will be taught by the college in future years.

The College of Engineering is young and is still growing rapidly. In 1966-67 the weighted FTE student/faculty ratio in that college was 17.3:1. By 1976 the college will have reached early maturity and its weighted FTE student to faculty ratio is projected to increase to 23.4:1. The College of Letters and Science, which is also growing rapidly, has a high percentage of undergraduate students. Consequently, the weighted FTE student/faculty ratio for 1966-67 was 24.3:1. As the number of students increases so also will class enrollments, particularly in the upper division. Similarly the number of graduate students is projected to increase fourfold over the present enrollment. These two factors should contribute materially to a greater number of students instructed per faculty position and thereby make it possible to staff the college at a weighted student/faculty ratio of 28.9:1 by 1975. The mature weighted student/faculty ratio projected for the School of Law is 43.1:1 and is reported to be in agreement with the ultimate faculty staffing goals of other law schools within the University. The FTE regular faculty for the School of Administration, when it reaches its maximum enrollment of 500 in 1974-75, is being projected at the weighted student/faculty ratio of 28.2:1. During the early years this ratio will be somewhat reduced because of small class enrollments during the initial period of growth. Some allowance has been made for an increase in the number of 2nd stage doctoral students as the school nears maturity.

The total FTE teaching assistant positions for the general campus have been projected at 25 per cent of the total regular faculty. Although the number of teaching assistants provided from a projection determined in this manner is deemed grossly inadequate to meet campus needs, even this figure is higher than past ratios authorized the campus by the Universitywide Office.

The severe shortage of teaching assistants in the past has had many undesirable effects. It has resulted in overcrowded classes, students being turned away from some classes, assumption of a larger than optimum workload by some teaching personnel (and thus some slighting of research), and the use of graduate students without pay to perform some of the functions of teaching assistants.

Academic department chairmen report that to do a proper job of teaching they would need an increase of 100 FTE additional teaching assistants in 1968-69 above the 140 FTE which they have been authorized for 1967-68. Although this stated requirement of the department chairmen appears rather startling at first glance, it is interesting to note that it is in complete agreement with the Instruction Function Formula for determining teaching assistant needs developed by the University-wide Office of Analytical Studies in 1966. Furthermore, it is in line with the teaching assistant staffing ratio authorized the Berkeley campus. (During 1965-66 the ratio of undergraduate students to teaching assistants at Berkeley was 30:1; in 1966-67 at Davis the ratio was 55:1).

The Universitywide Budget Office is presently studying the inequitable distribution of authorized teaching assistants among the campuses and it is hoped that it will develop a ratio or formula which will provide equity and allow improvement in the quality of teaching on this campus.

Teaching assistant positions for the colleges vary in accordance with the type of instruction and course enrollments just as the faculty requirements vary between colleges. In recognition of this variation, a study of the use of teaching assistants by discipline and level and type of instruction is being developed on the Davis campus toward the end of developing some objective criteria for establishing need and assigning provisions. This study will be continued during the 1967-68 academic year.

Because the College of Agriculture does not offer lower division courses that are required by large numbers of students, the FTE teaching assistants for that college have been projected at the same ratio that existed in 1966-67 between FTE teaching positions and regular faculty positions. Teaching assistants for the Colleges of Letters and Science and Engineering have been projected for each college to be slightly more than 25 per cent of the regular faculty positions in each college.

PHYSICAL FACILITIES

Land Use

The Long Range Development Plan, approved by The Regents in 1963, allocated about 825 acres to the central campus. This plan was to accommodate a total campus enrollment of 15,000 students and included a site for the health sciences. Although the ultimate campus enrollment has been increased to 18,984, and most of that increase is in the health sciences, the central campus plan is deemed to have sufficient flexibility to accommodate the larger total campus enrollment.

When fully developed, more than 600 acres of Agricultural Experiment Station land will have been taken into the central campus and will no longer be available for use by the Experiment Station. A recent study concerning the land needs for the campus indicates that 1,500 acres should be acquired by 1980, including the replacement of the 600 acres allocated to the central campus. The additional 900 acres are needed for anticipated growth of organized research units in the biological sciences, quarters for research animals for the health sciences, and for growth of the College of Agriculture and the Agricultural Experiment Station. This need for future land acquisition was recognized and expressed in the revised version of the Academic Plan for the University, adopted by The Regents in 1961, as follows: "Since an expanding Letters and Science program will require an increasing proportion of the land resources of the campus, attention must be given to maintaining adequate land for agricultural research."

Capacity Space for Instruction and Research

The campus five-year Capital Outlay Program, as submitted in April 1967, indicated that the instruction and research space would be about 89 per cent of that needed for the projected number of students in the general campus during 1966-67. There will be a slight decrease in the amount of space available for the projected number of students in 1967-68, and a further drop in available space in the following year. In 1971-72 the campus will have about 96 per cent of the instructional space required according to Restudy Standards for the projected number of students that will be enrolled on the general campus that year. From that year on through 1973-74, which is the last year for which data have been prepared for the Capital Improvement Program, the Davis campus will have more than 90 per cent of the space required to teach the projected number of students. Prior to 1970 it appears that little that can be done to bring about a more favorable balance between the amount of instructional space needed and that available. A better balance could be achieved by significantly limiting the enrollment of new students in the several colleges, but the Davis campus does not wish to turn away eligible students.

In the 1968-73 Major Capital Improvement Program funding for construction of the first permanent School of Medicine building (Medical Science Unit 1) is scheduled for 1971-72; the earliest possible occupancy of the building would be in 1973-74. This funding schedule causes a serious delay in development of the School of Medicine and results in operation of the school in temporary quarters and at a class size of 48 students for five years, rather than for two years as originally planned. Not until the fall of 1973 or 1974 will the School of Medicine be able to accommodate a class size of 128 students. It is feared that this delay will seriously limit the ability of the Davis School of Medicine to continue to attract excellent faculty and may make difficult retention of many already assembled. The Davis campus considers the decision to delay construction of the Medical Sciences Unit 1 a serious blow to its earnest effort to develop a medical teaching program quickly and at minimum cost. Its academic planning in medicine has been superseded by decisions concerning space.

STUDENT PROGRAMS AND FUNCTIONS

Objectives and Philosophy

While educational pursuits are largely confined to the classroom and laboratory, the faculty and administrative staff have an obligation that extends beyond formal class meetings, for the full educational experience of the student is the sum of all his experiences during his campus life. Therefore, extracurricular activities are important and faculty participation in them is desirable, although they are justified only to the extent that they contribute to some overall educational objective. Student activities and programs, reflecting and increasing diversity of the backgrounds and interests of our students, must contribute to the intellectual goals of the educational experience.

Honor Spirit

The Honor Spirit is a code of ethical behavior developed by the students and supported by the study body, the faculty, and the administration. It applies primarily to written academic work, such as examinations and term papers, but it extends into other facets of campus life. It is administered by the Honor Council, an elected committee of students. The Honor Spirit has been a distinctive feature of the Davis campus since about 1909, and it is one that all participants in campus life value and wish to see continued. As enrollments increase and new faculty members come to Davis, they will be informed about and urged to adhere to and foster the Honor Spirit.

Services and Activities

Administrative Student Participation--Students participate in the planning and conduct of all programs outside the classroom through their student body government, their living groups and clubs, and their service or advisory committees. The advisory committees, composed also of representatives from the faculty and the administration, make possible a close association between students and staff, bringing together different points of view to attain a common good.

Both undergraduate and graduate students have long participated in committees concerned with the planning and administration of various campus programs. Representative students are thus able to have a voice in advisory recommendations to the administration. All students have direct access to the chief administrative officers. The Chancellor and his staff participate in Chancellor's Roundtables, living group visitations, and a variety of other activities designed to encourage broader student participation in all types of campus activities.

Arts and Lectures--Programs of lectures, concerts, drama, dance, film classics, and other events are arranged by the Committee for Arts and Lectures and other campus agencies to enrich and broaden the students' cultural experience. These activities will expand as the campus enrollment and faculty increase. For some students these events supplement formal class work.

Health--Through the generosity of the Cowell Foundation, the Student Health Center has been enlarged to provide complete in- and out-patient services for ten to twelve thousand students. The Center also provides emergency and first-aid treatment to all employees of the

University. The Student Health Center will cooperate closely with the clinical department of the School of Medicine when it opens.

Student counseling services, provided cooperatively by the Student Health Center and the Dean of Students' Office, will be expanded in proportion to enrollment growth.

Student Personnel Services--The office of the Dean of Students provides numerous services to help the student complete his University education satisfactorily. Trained personnel assist student organizations to develop programs and operate them effectively, and they work closely with the student government to make it a more effective instrument. Counselors assist students to secure financial aid, locate housing, and find employment. As additional functions are needed, they will be added.

Housing--Because of financing limitations, the proportion of the student body housed on campus will inevitably decrease as the student body increases, but a proportionate representation of graduate and undergraduate, married and single students will continue to be housed on campus.

The experiment of appointing married couples as head residents in the residence halls has been so successful that the practice is being planned for future housing arrangements. Student housing has been placed under the Dean of Students to integrate more efficiently the educational programs with the business aspects of housing. The residence halls are organized into living groups of 50 to 60 students rather than one group for each hall. Two residence complexes are to have faculty members as house advisors, not so much for their social contributions, such as chaperoning, as for their help in organizing seminar and discussion groups and their participation in student discussions. In two halls the students themselves have developed programs of seminars and tutoring which will be extended to other halls.

Recreation--The community surrounding the Davis campus cannot be expected to provide the recreational facilities and attractions that a larger community might offer; therefore, the extra-curricular needs of the students must be largely provided for on campus, and a long-range program to expand physical facilities has been developed. These include tennis courts and playing fields for athletics, a swimming pool complex, barbecue and picnic areas, lodges for meetings and special events, the Putah Creek Park, and the expanded Memorial Union, which will provide meeting areas and activities for all students and faculty.

These will make possible an increase in programs reflecting the diversity of student interests, ranging from an extensive intramural athletic program involving a higher percentage of the student body than are presently accommodated to activities of more limited appeal involving only small groups.

Intercollegiate Athletics--The students, both as spectators and as participants, must have opportunity to enjoy the values inherent in a program of athletic competition with other institutions. The Davis campus believes that these values are most evident in a program that prohibits all forms of subsidy to athletes. As a member of the Far Western Conference, the campus competes with schools sharing this view and offering competition on the same level of skill. No change is anticipated in this policy. The intercollegiate program will be enlarged when the coaching staff can be expanded to accommodate a greater number of teams and sports. The intercollegiate program is an extension of the teaching program of the Physical Education Department. The coaching staff (head coaches and chief assistants) are part of the academic staff; its members have titles in the supervisorial or professorial series.

ALUMNI PROGRAMS AND FUNCTIONS

As the campus grows and becomes more complex, its alumni will be called upon for greater help with advice and counsel and for increasing financial support.

The Davis Alumni Association is made up of all past students who have completed one semester (two quarters) of academic work on this campus. Approximately 19,000 campus alumni are welded together in an association which has local chapters in Los Angeles, Fresno, Stockton, Central Sacramento Valley, Sonoma, Marin, San Jose, and San Mateo. Financial support for the Association is derived from annual contributions and an endowment program. There are no membership dues.

A quarterly magazine, UCD Dimension, established by the Alumni Association, has received high praise for its reporting of the changes taking place on the Davis campus and in the University of California, as well as for its coverage of student life and alumni activities.

The alumni have formed an educational foundation known as the California Aggie Alumni Foundation, whose primary purpose is to gain private support for research, capital development, student aid, and general programs at the University of California, Davis. The Foundation, with assets of over $100,000, is currently providing support for Davis students, faculty, and administration.

The Association and the Foundation are undertaking many projects designed to support the campus and its alumni. Among these are assistance to students in the form of scholarships and loans; help in seeking out highly talented students and directing them to Davis; an expanded alumni job-placement program; assistance in developing a program of Continuing Education; maintenance of alumni records and surveys; development of a student-alumni relations program; aid in developing unique and special projects, such as a center for Continuing Education and an agricultural equipment museum; assistance in developing new curricula and new educational programs and facilities; providing support funds for research projects that will allow further expansion of the University's service activities; support of existing facilities, such as the library; informing the public and public officials of opinion relating to the University; and assistance in general fund-raising.

To provide a continuing contact with members of the faculty, all members of the Davis Academic Senate are considered members of the California Aggie Alumni Association.

ACKNOWLEDGEMENTS

The Academic Plan for the Davis campus, of November 1962, has been under continual review and revision by the Chancellor's Academic Planning Committee since the fall semester of 1963. The membership of this committee expresses its thanks to the faculty of the Davis campus for its cooperation in preparing this plan. The Committee wishes to extend its appreciation particularly to John R. Goss for his dedicated service as Academic Planning Officer on whose shoulders fell major responsibility for the development of the initial drafts of this plan and to Peter W. M. John who served in this capacity during preparation of the final revisions.

The membership of the Academic Planning Committee for the years 1963-64 through 1966-67 is listed below:

1963-64

C. O. McCorkle, Jr., Chairman
M. A. Amerine
J. R. Goss*
C. A. Hayes
C. Lorenzen
E. C. Voorhies

1964-65

C. O. McCorkle, Jr., Chairman
M. A. Amerine
C. Durrell
J. R. Goss*
C. Lorenzen
H. J. Phaff
E. C. Voorhies

1965-66

C. O. McCorkle, Jr., Chairman
F. C. Child
C. Durrell
J. R. Goss*
R. Keefer
H. J. Phaff
E. C. Voorhies

1966-67

C. O. McCorkle, Jr., Chairman
C. A. Bernd
F. C. Child
J. C. Crane
C. Durrell
P. W. M. John*
E. C. Voorhies
R. W. Glock

*Academic Assistant to the Chancellor for Academic Planning

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STATISTICAL SUPPLEMENT

August 1, 1967

DAVIS CAMPUS
University of California

THE ACADEMIC PLAN
Revised 1967 - 1968

ED033649

TABLE OF CONTENTS

STATISTICAL SUPPLEMENT TO THE DAVIS CAMPUS
ACADEMIC PLAN

PART I - PROJECTIONS

TABLE 1 Campus Growth Plan: Average Annual Enrollment

TABLE 2 General Campus Average Annual Enrollment, Workload Students

TABLE 3 Average Undergraduate Enrollments by Level, General Campus

TABLE 4 Average Graduate Enrollment by Level, General Campus

TABLE 5 Summer Quarter, General Campus, 1971-83

TABLE 6A General Campus Faculty and Teaching Staff, by College

TABLE 6B Health Sciences Faculty by School, Total Campus Academic FTE

TABLE 7 Faculty FTE in Academic Titles

TABLE 8 Health Sciences Enrollments by School

TABLE 9 School of Law Growth Plan

TABLE 10A College of Agriculture - FTE Students and Faculty

TABLE 10B College of Engineering - FTE Students and Faculty

TABLE 10C College of Letters and Science - FTE Students and Faculty

TABLE 10D School of Law - FTE Students and Faculty

TABLE 10E School of Administration - FTE Students and Faculty

TABLE 11A School of Veterinary Medicine - FTE Students and Faculty - 1965-77

TABLE 11B School of Medicine - FTE Students and Faculty - 1966-79

TABLE 11C School of Nursing - FTE Students and Faculty - 1973-80

TABLE 11D School of Allied Health Professions - FTE Students and Faculty - 1975-81

TABLE 11E School of Dental Medicine - FTE Students and Faculty - 1974-80

GRAPH 12A General Campus Enrollment by College or School - 1967-83

GRAPH 12B Health Sciences Enrollment - 1967-83

TABLE 13 Summary of FTE Student Capacities and Instructional Loads by Subject Field or Department Average Through 1969-74 Capital Outlay Program

TABLE 14 Scheduled Year of Occupancy for Buildings Included in 1969-74 Major Capital Improvement Program

TABLE 15 Map of the Davis Campus Showing Areas of Disciplines

TABLE 16 Departmental Projections - College of Agriculture

TABLE 17 Departmental Projections - College of Engineering

TABLE 18 Departmental Projections - College of Letters and Science

PART II - HISTORICAL DATA

TABLE 19A	Davis Campus, Student Enrollments for the Academic Year 1961-62
TABLE 19B	Davis Campus, Student Enrollments for the Academic Year 1962-63
TABLE 19C	Davis Campus, Student Enrollments for the Academic Year 1963-64
TABLE 19D	Davis Campus, Student Enrollments for the Academic Year 1964-65
TABLE 19E	Davis Campus, Student Enrollments for the Academic Year 1965-66
TABLE 19F	Davis Campus, Student Enrollments for the Academic Year 1966-67
TABLE 19G	Davis Campus, Student Enrollments for the Academic Year 1967-68
TABLE 20A	Davis Campus, Student Credit Hours for Academic Year 1961-62
TABLE 20B	Davis Campus, Student Credit Hours for Academic Year 1962-63
TABLE 20C	Davis Campus, Student Credit Hours for Academic Year 1963-64
TABLE 20D	Davis Campus, Student Credit Hours for Academic Year 1964-65
TABLE 20E	Davis Campus, Student Credit Hours for Academic Year 1965-66
TABLE 20F	Davis Campus, Student Credit Hours for Academic Year 1966-67
TABLE 20G	Davis Campus, Student Credit Hours for Academic Year 1967-68
TABLE 21A	Davis Campus, Full Time Equivalent Students for Academic Year 1961-62
TABLE 21B	Davis Campus, Full Time Equivalent Students for Academic Year 1962-63

TABLE 21C	Davis Campus, Full Time Equivalent Students for Academic Year 1963-64
TABLE 21D	Davis Campus, Full Time Equivalent Students for Academic Year 1964-65
TABLE 21E	Davis Campus, Full Time Equivalent Students for Academic Year 1965-66
TABLE 21F	Davis Campus, Full Time Equivalent Students for Academic Year 1966-67
TABLE 21G	Davis Campus, Full Time Equivalent Students for Academic Year 1967-68
TABLE 22A	Davis Campus, Full Time Equivalent Academic Staff for 1962
TABLE 22B	Davis Campus, Full Time Equivalent Academic Staff for 1963
TABLE 22C	Davis Campus, Full Time Equivalent Academic Staff for 1964
TABLE 22D	Davis Campus, Full Time Equivalent Academic Staff for 1965
TABLE 22E	Davis Campus, Full Time Equivalent Academic Staff for 1966-67
TABLE 22F	Davis Campus, Full Time Equivalent Academic Staff for 1967-68
TABLE 23A	Davis Campus, Non Academic Title Personnel - 1962-64
TABLE 23B	Davis Campus, Non Academic Title Personnel - 1965-68

TABLE 1. CAMPUS GROWTH PLAN: AVERAGE ANNUAL ENROLLMENT[1]

	UNDERGRADUATE		GRAD DIVISION[2]		PROFESSIONAL SCHOOLS			GENERAL CAMPUS			HEALTH SCIENCES[4]		TOTAL CAMPUS	
Year	Total	Incmt	Total	Incmt	Law	Admin	Total	Grad[3]	Total	Incmt	Total	Incmt	Incmt	Total
1963-64	3567	-	1046	-	-	-		1046	4,613	-	239	-	-	4,852
1964-65	4789	1222	1296	250	-	-		1296	6,085	1472	244	5	1477	6,329
1965-66	5901	1112	1540	244	-	-		1540	7,441	1356	287	43	1399	7,728
1966-67	6681	780	1770	230	75	-	75	1845	8,526	1085	394	107	1192	8,920
1967-68	7363	682	1952	182	157	-	157	2109	9,472	946	445	51	997	9,917
1968-69	~~8351~~ 8357	994	2065	113	230	-	230	2295	10,652	1180	535	90	1270	11,187
1969-70	8415	58	2250	185	320	-	320	2570	10,985	333	657	137	470	11,642
1970-71	8850	435	2460	210	420	-	420	2880	11,730	745	755	98	843	12,485
1971-72	9175	325	2690	230	500	100	600	3290	12,465	735	836	81	816	13,301
1972-73	9560	385	2935	245	500	180	680	3615	13,175	710	939	103	813	14,114
1973-74	10,000	440	3210	275	500	245	745	3955	13,955	780	1022	83	863	14,977
1974-75	10,000	-	3510	300	500	370	870	4380	14,380	425	1227	205	630	15,607
1975-76	10,000	-	3830	320	500	460	960	4790	14,790	410	1446	219	629	16,236
1976-77	10,000	-	4185	355	500	500	1000	5185	15,185	395	1710	264	659	16,895
1977-78	10,000	-	4575	390	500	500	1000	5575	15.575	390	2074	364	754	17,649
1978-79	10,000	-	5000	425	500	500	1000	6000	16,000	425	2451	377	802	18,451
1979-80	10,000	-	5000	-	500	500	1000	6000	16,000	-	2697	246	246	18,697
1980-81	10,000	-	5000	-	500	500	1000	6000	16,000	-	2877	180	180	18,877
1981-82	10,000	-	5000	-	500	500	1000	6000	16,000	-	2946	69	69	18,946
1982-83	10,000	-	5000	-	500	500	1000	6000	16,000	-	2961	15	15	18,961
1983-84	10,000	-	5000	-	500	500	1000	6000	16,000	-	2971	10	10	18,971

[1] Includes special and limited students.

[2] All graduate students in the Colleges of Agricultural and Environmental Sciences, Engineering, and Letters and Science.

[3] Includes 2/ above and the Professional Schools.

[4] Includes Interns and Residents beginning with Fall 1966-67.

10-19-68

TABLE 2

GENERAL CAMPUS AVERAGE ANNUAL ENROLLMENT AND WORKLOAD STUDENTS

	LOWER DIV		UPPER DIV		UNDERGRAD		GRADUATE		TOTAL	
	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD
1965-66										
Agriculture	528	121	502	417	1030	538	621	592	1651	1130
Engineering	284	63	223	172	507	235	194	175	701	410
Letters and Science	2718	3713	1646	1415	4364	5128	725	803	5089	5931
School of Law							-	-	-	-
School of Administration							-	-	-	-
TOTAL	~~3503~~ 3530	3897	2371	2004	5901	5901	1540	1570	7441	7471
1966-67										
Agriculture	556	107	554	471	1110	578	680	643	1790	1221
Engineering	319	53	287	199	606	252	194	191	800	443
Letters and Science	2784	3976	2181	1872	4965	5848	896	961	5861	6809
School of Law							75	75	75	75
School of Administration							-	-	-	-
TOTAL	3659	4136	3022	2542	6681	6678	1845	1870	8526	8548

TABLE 2

GENERAL CAMPUS AVERAGE ANNUAL ENROLLMENT AND WORKLOAD STUDENTS

	LOWER DIV		UPPER DIV		UNDERGRAD		GRADUATE		TOTAL	
	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD
1967-68										
Agriculture	598	130	563	565	1161	695	700	632	1861	1327
Engineering	341	82	325	212	666	294	214	220	880	514
Letters and Science	2853	4105	2683	2270	5536	6375	1043	1083	6579	7458
School of Law							157	157	157	157
School of Administration							-	-	-	-
TOTAL	3792	4317	3571	3047	7363	7364	2114	2092	9477	9456
1968-69										
Agriculture	665	145	635	580	1300	725	735	680	2035	1405
Engineering	385	90	390	300	775	390	220	220	995	610
Letters and Science	3182	4512	3100	2730	6282	7242	1110	1165	7392	8407
School of Law							230	230	230	230
School of Administration							-	-	-	-
TOTAL	4232	4747	4125	3610	8357	8357	2295	2295	10,652	10,652

TABLE 2

GENERAL CAMPUS AVERAGE ANNUAL ENROLLMENT AND WORKLOAD STUDENTS

	LOWER DIV		UPPER DIV		UNDERGRAD		GRADUATE		TOTAL	
	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD
1969-70										
Agriculture	625	140	690	615	1315	755	765	705	2080	1460
Engineering	365	85	440	335	805	420	245	245	1050	665
Letters and Science	2980	4355	3315	2885	6295	7240	1240	1300	7535	8540
School of Law							320	320	320	320
School of Administration							-	-	-	-
TOTAL	3970	4580	4445	3835	8415	8415	2570	2570	10,985	10,985
1970-71										
Agriculture	640	145	750	680	1390	825	800	740	2190	1565
Engineering	370	90	475	360	845	450	270	270	1115	720
Letters and Science	3045	4495	3570	3080	6615	7575	1390	1450	8005	9025
School of Law							420	420	420	420
School of Administration							-	-	-	-
TOTAL	4055	4730	4795	4120	8850	8850	2880	2880	11,730	11,730

TABLE 2

GENERAL CAMPUS AVERAGE ANNUAL ENROLLMENT AND WORKLOAD STUDENTS

	LOWER DIV		UPPER DIV		UNDERGRAD		GRADUATE		TOTAL	
	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD
1971-72										
Agriculture	655	150	800	720	1455	870	835	770	2290	1640
Engineering	405	95	505	385	910	480	300	300	1210	780
Letters and Science	3065	4600	3745	3225	6810	7825	1555	1620	8365	9445
School of Law							500	500	500	500
School of Administration							100	100	100	100
TOTAL	4125	4845	5050	4330	9175	9175	3290	3290	12,465	12,465
1972-73										
Agriculture	680	155	835	755	1515	910	875	810	2390	1720
Engineering	425	100	530	405	955	505	330	330	1285	835
Letters and Science	3185	4790	3905	3355	7090	8145	1730	1795	8820	9940
School of Law							500	500	500	500
School of Administration							180	180	180	180
TOTAL	4290	5045	5270	4515	9560	9560	3615	3615	13,175	13,175

TABLE 2

GENERAL CAMPUS AVERAGE ANNUAL ENROLLMENT AND WORKLOAD STUDENTS

	LOWER DIV		UPPER DIV		UNDERGRAD		GRADUATE		TOTAL	
	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD
1973-74										
Agriculture	730	170	870	785	1600	955	920	850	2515	1805
Engineering	455	105	545	415	1000	520	365	365	1360	885
Letters and Science	3340	5025	4060	3500	7400	8525	1925	1995	9335	10,520
School of Law							500	500	500	500
School of Administration							245	245	245	245
TOTAL	4525	5300	5475	4700	10,000	10,000	3955	3955	13,955	13,955
1974-75										
Agriculture	705	165	895	805	1600	970	965	890	2565	1860
Engineering	440	105	560	425	1000	530	405	405	1405	935
Letters and Science	3265	4950	4135	3550	7400	8500	2140	2215	9540	10,715
School of Law							500	500	500	500
School of Administration							370	370	370	370
TOTAL	4410	5220	5590	4780	10,000	10,000	4380	4380	14,380	14,380

TABLE 2

GENERAL CAMPUS AVERAGE ANNUAL ENROLLMENT AND WORKLOAD STUDENTS

	LOWER DIV		UPPER DIV		UNDERGRAD		GRADUATE		TOTAL	
	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD
1975-76										
Agriculture	695	165	905	815	1600	980	1015	940	2615	1920
Engineering	430	105	570	435	1000	540	445	445	1445	985
Letters and Science	3200	4890	4200	3590	7400	8480	2370	2445	9770	10,925
School of Law							500	500	500	500
School of Administration							460	460	460	460
TOTAL	4325	5160	5675	4840	10,000	10,000	4790	4790	14,790	14,790
1976-77										
Agriculture	680	160	920	825	1600	985	1070	990	2670	1975
Engineering	425	100	575	440	1000	540	490	490	1490	1030
Letters and Science	3140	4840	4260	3635	7400	8475	2625	2705	10,025	11,180
School of Law							500	500	500	500
School of Administration							500	500	500	500
TOTAL	4245	5100	5755	4900	10,000	10,000	5185	5185	15,185	15,185

TABLE 2

GENERAL CAMPUS AVERAGE ANNUAL ENROLLMENT AND WORKLOAD STUDENTS

	LOWER DIV		UPPER DIV		UNDERGRAD		GRADUATE		TOTAL	
	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD	ENROLL	WKLD
1977-78										
Agriculture	655	160	945	850	1600	1010	1135	1050	2735	2060
Engineering	410	100	590	450	1000	550	545	545	1545	1095
Letters and Science	3025	4740	4375	3700	7400	8440	2895	2980	10,295	11,420
School of Law							500	500	500	500
School of Administration							500	500	500	500
TOTAL	4090	5000	5910	5000	10,000	10,000	5575	5575	15,575	15,575
1978-79										
Agriculture	640	155	960	860	1600	1015	1200	1110	2800	2125
Engineering	400	100	600	455	1000	555	600	600	1600	1155
Letters and Science	2960	4685	4440	3745	7400	8430	3200	3290	10,600	11,720
School of Law							500	500	500	500
School of Administration							500	500	500	500
TOTAL	4000	4940	6000	5060	10,000	10,000	6000	6000	16,000	16,000

TABLE 3

AVERAGE UNDERGRADUATE ENROLLMENTS BY LEVEL

GENERAL CAMPUS

Year	FRESHMAN[a]	SOPHOMORE	JUNIOR[b]	SENIOR	TOTAL
1965-66	2003	1526	1399	973	5901
1966-67	2067	1592	1877	1145	6681
1967-68	2095	1697	2061	1510	7363
1968-69	2267	1965	2470	1655	8357
1969-70	2075	1895	2575	1870	8415
1970-71	2240	1815	2810	1985	8850
1971-72	2185	1940	2875	2175	9175
1972-73	2355	1935	3020	2250	9560
1973-74	2465	2060	3115	2360	10,000
1974-75	2315	2095	3165	2425	10,000
1975-76	2315	2010	3205	2470	10,000
1976-77	2210	2035	3240	2515	10,000
1977-78	2110	1980	3355	2555	10,000
1978-79	2100	1900	3360	2640	10,000

[a] Included Special Students.

[b] Includes limited students.

10-19-68

TABLE 4

AVERAGE GRADUATE ENROLLMENT BY LEVEL

GENERAL CAMPUS

Year	Professional	Masters	1st Stage Doctoral	2nd Stage Doctoral	Total
1965-66	166	736	85	553	1540
1966-67	270	826	106	643	1845
1967-68	395	835	107	772	2109
1968-69	483	879	106	827	2295
1969-70	585	965	110	910	2570
1970-71	735	1025	120	1000	2880
1971-72	845	1190	135	1120	3290
1972-73	880	1370	150	1215	3615
1973-74	910	1575	165	1305	3955
1974-75	945	1840	180	1415	4380
1975-76	965	2110	195	1520	4790
1976-77	970	2395	205	1615	5185
1977-78	970	2680	220	1705	5575
1978-79	975	2990	235	1800	6000

TABLE 5

SUMMER QUARTERS 1971-83
STUDENT ENROLLMENT AND TEACHING STAFF REQUIREMENTS
DAVIS GENERAL CAMPUS

Year	Average Annual Enroll-ment	Summer Quarter Percent.	Summer Quarter Enrollment	Faculty & Teaching Staff Requirements		
				Fac. I & II	Aux. I&II	Total
1971-72	12,465	25%	3,115	59.00	20.00	79.00
1972-73	13,175	30%	3,950	75.00	29.00	104.00
1973-74	13,955	35%	4,885	94.00	35.00	129.00
1974-75	14,380	40%	5,750	112.00	40.00	152.00
1975-76	14,790	40%	5,915	117.00	40.00	157.00
1976-77	15,185	40%	6,075	122.00	40.00	162.00
1977-78	15,575	40%	6,230	127.00	40.00	167.00
1978-83	16,000	40%	6,400	132.00	40.00	172.00

10-23-68

TABLE 6A GENERAL CAMPUS GROWTH PLAN FTE FACULTY AND TEACHING STAFF

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
HEADCOUNT STUDENTS													
Lower Division	3,659	3,792	4,232	3,970	4,055	4,125	4,290	4,525	4,410	4,325	4,245	4,090	4,000
Upper Division	3,022	3,571	4,125	4,445	4,795	5,050	5,270	5,475	5,590	5,675	5,755	5,910	6,000
Master-Prof:													
1st Doctoral	1,200	1,337	1,468	1,660	1,880	2,170	2,400	2,650	2,965	3,270	3,570	3,870	4,200
2nd Doctoral	645	772	827	910	1,000	1,120	1,215	1,305	1,415	1,520	1,615	1,705	1,800
Total	8,526	9,472	10,652	10,985	11,730	12,465	13,175	13,955	14,380	14,790	15,185	15,575	16,000
UNWTD. FTE STUDENTS													
Lower Division	3,638	3,770	4,173	3,914	3,998	4,067	4,230	4,462	4,348	4,264	4,186	4,033	3,944
Upper Division	2,904	3,431	3,960	4,374	4,728	4,979	5,196	5,398	5,512	5,596	5,674	5,827	5,916
Undergraduate	6,542	7,201	8,133	8,288	8,726	9,046	9,426	9,860	9,860	9,860	9,860	9,860	9,860
Master-Prof.													
1st Doctoral	1,176	1,310	1,334	1,509	1,709	1,973	2,182	2,409	2,695	2,972	3,245	3,518	3,818
2nd Doctoral	625	749	731	780	857	960	1,041	1,118	1,213	1,303	1,384	1,461	1,543
Total	8,343	9,260	10,198	10,577	11,292	11,979	12,649	13,387	13,768	14,135	14,489	14,839	15,221
WTD. FTE STUDENTS													
Lower Division	3,638	3,770	4,173	3,914	3,998	4,067	4,230	4,462	4,348	4,264	4,186	4,033	3,944
Upper Division	4,356	5,147	5,940	6,561	7,092	7,469	7,794	8,097	8,268	8,393	8,512	8,741	8,874
Master-Prof.													
1st Doctoral	2,940	3,275	3,336	3,772	4,272	4,931	5,454	6,022	6,738	7,431	8,113	8,795	9,545
2nd Doctoral	2,188	2,621	2,559	2,730	3,000	3,359	3,644	3,914	4,244	4,559	4,844	5,114	5,399
Total	13,122	14,813	16,008	16,977	18,362	19,826	21,122	22,495	23,598	24,647	25,655	26,683	27,762

Sheet 2 of 2

TABLE 6A GENERAL CAMPUS GROWTH PLAN FTE FACULTY AND TEACHING STAFF

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
REGULAR FACULTY FTE													
Agriculture	72	75	78	84	90	97	103	111	115	120	126	132	138
Engineering	51	55	56	62	67	71	76	81	84	88	91	96	100
Letters & Science	389	403	416	442	472	499	526	559	580	600	625	651	679
8Law	8	8	12	18	24	29	29	29	29	29	29	29	29
Administration					3	12	20	24	35	43	45	45	45
Total	520	541	562	606	656	708	754	804	843	880	916	953	991
Wtd. Student/ Faculty Ratio	25.23	27.38	28.47	28.00	28.00	28.00	28.00	28.00	28.00	28.00	28.00	28.00	28.00
TEACHING ASSISTANT FTE													
Agriculture	11	10	13	18	23	24	36	38	38	38	38	38	38
Engineering	7	11	11	13	14	15	19	20	20	20	20	20	20
Letters & Science	103	119	127	147	171	202	231	241	241	241	241	241	241
Total	121	140	151	178	208	241	286	299	299	299	299	299	299
FTE Undergraduate/ TA Ratio	54.02	51.40	53.83	46.50	42.00	37.50	33.00	33.00	33.00	33.00	33.00	33.00	33.00
SUPERVISORS OF EDUCATION													
Agriculture	1	1	1	1	1	1	1	1	1	1	1	1	1
Letters & Science	5	5	5	10	11	13	14	15	16	17	18	18	18
Total	6	6	6	11	12	14	15	16	17	18	19	19	19
TOTAL TEACHING STAFF													
3 Quarters	647	687	719	795	876	963	1055	1119	1159	1197	1234	1271	1309
Summer Quarter	–	–	–	–	–	79	104	129	152	157	162	167	172
Total 4 Quarters	647	687	719	795	876	1042	1159	1248	1311	1354	1396	1438	1481
OTHER ACADEMIC STAFF													
I & R	15	16	16	17	19	19	19	20	20	20	20	20	20
Other (A.E.S., Libraries, etc.)	379	387	388	398	408	418	427	436	445	453	462	471	480
Total	394	403	404	415	427	437	446	456	465	473	482	491	500
TOTAL ACADEMIC STAFF													
3 Quarters	1041		1128	1210	1303	1400	1501	1575	1624	1670	1716	1762	1809
4 Quarters	1041	1090	1128	1210	1303	1479	1605	1704	1776	1827	1778	1929	1981

Adjusted for AES - I&R Split.

10-22-68

TABLE 6B

HEALTH SCIENCE AND TOTAL CAMPUS ACADEMIC FTE

	HEALTH SCIENCES									
	Faculty FTE									
	Vet. Med.	Medicine	Nursing	Dentistry	All. Hlth.	Total	Other Academic	Total Acad. FTE	General[a] Campus Acad. FTE	Total Campus Acad. FTE
1965-66	51	1	-	-	-	52	19	71	990	1061
1966-67	57	13	-	-	-	70	20	90	1041	1131
1967-68	62	37	-	-	-	99	21	120	1080	1200
1968-69	69	73	-	-	-	142	21	163	1128	1291
1969-70	74	90	-	-	-	164	22	186	1210	1396
1970-71	85	105	-	-	-	190	23	213	1303	1516
1971-72	89	115	-	-	-	204	24	228	1479	1707
1972-73	105	122	-	-	-	227	25	252	1605	1857
1973-74	119	131	6	-	-	256	26	282	1704	1986
1974-75	138	139	9	-	-	286	28	314	1776	2090
1975-76	154	157	13	6	3	333	28	361	1827	2188
1976-77	159	202	20	10	6	397	28	425	1878	2303
1977-78	164	227	23	20	16	430	30	460	1929	2389
1978-79	164	227	28	53	38	510	30	540	1981	2521
1979-80	164	227	35	81	52	559	30	589	1981	2570
1980-81	164	227	39	111	60	601	30	631	1981	2612
1981-82	164	227	39	117	70	617	30	647	1981	2628
1982-83	164	227	39	118	72	620	30	650	1981	2631
1983-84	164	227	39	118	75	623	30	653	1981	2634

[a] Four-quarter basis.

10-24-68

TABLE 7 . FACULTY 1 IN ACADEMIC TITLES

PAYROLL TITLE	FACULTY GROUP I	FACULTY GROUP II	AUXILIARY STAFF GROUP I	AUXILIARY STAFF GROUP II	TEACHING STAFF	OTHER ACADEMIC	TOTAL ACADEMIC
Professor	1100-1180						
Associate Professor	1200-1280						
Assistant Professor	1300-1380						
Instructor	1400-1480						
Associate in ____________		1500-1550					
Instruction Supervisor		1570					
Lecturer		1600-1650					
Clinical Staff		2000-2090					
Physical Education Supervisor		2100-2170					
Supervisor of Teacher Education			2220				
Supervisor of Teaching			2280				
Social Welfare Field Staff			2240-2265				
Clinical Psychology Supervisor			2270				
Coordinator of Teacher Education			2200				
Demonstration Teacher			2210				
Demonstration Teacher (Public Schools)			2215				
Nursery School Teacher			2285				
Nursery School Assistant				2286			
Teaching Fellow				2300			
Teaching Assistant				2310			
Orchestra Assistant				2320			
Physical Activities Assistant				2330			
Language Assistant				2340			
Academic Deans and Directors						1000-1099	
Artist in Residence						1660	
Rotating Research Professor						1908-1918	
Regents' Professor and Lecturer						1958-1968	
Remedial Tutor I						2288	
Remedial Tutor II						2289	
Public Education						2400-2460	
Military Science Assistant						2600	
Bandmaster						2610	
Hospital Interns						2700-2711	
Hospital Resident						2720-2726	
Student Assistants (Reader, Tutor, Language Examiner)						2850-2870	
Research and Public Service-Agricultural Experiment Station						3000-3050	
Research and Public Service-Astronomy						3100-3137	
Professional Research						3200-3297	
Research Assistant						3299	
Research Specialists						3300-3340	
Agricultural Extension						3400-3475	
University Extension						3500-3585	
Industrial Relations						3590-3598	
Librarians						3610-3635	
Curators						3650-3652	
Consultants and Specialists						3700-3790	
Salary Supplementations						3998	
Miscellaneous						3999	

TABLE 8. HEALTH SCIENCE ENROLLMENTS - AVERAGE ANNUAL HEADCOUNT

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
VETERINARY MEDICINE									
D. V. M. Curriculum									
First Year	76	79	80	80	80	80	128	128	128
Second Year	74	75	80	76	76	76	76	123	123
Third Year	54	72	76	78	78	78	78	78	125
Fourth Year	49	54	70	76	76	76	76	76	76
Total Professional	253	280	306	310	310	310	358	405	452
Interns & Residents	11	8	7	18	20	20	20	20	20
Limiteds	-	-	-	-	-	-	-	-	-
Graduate Academic:									
Masters	22	36	35	42	45	49	60	65	78
1st Doctoral	2	2	2	2	3	3	4	4	5
2nd Doctoral	63	68	68	80	87	96	116	127	150
Total Graduate Division	87	106	105	124	135	148	180	196	233
Total Veterinary Medicine	351	394	418	452	465	478	558	621	705
MEDICINE									
M. D. Curriculum									
First Year			48	48	48	48	48	48	96
Second Year			-	48	48	48	48	48	96
Third Year			-	-	48	48	48	48	48
Fourth Year			-	-	-	48	48	48	48
Total Professional			48	96	144	192	192	192	240
Interns & Residents	43	47	60	85	110	120	130	140	160

TABLE 8. HEALTH SCIENCE ENROLLMENTS - AVERAGE ANNUAL HEADCOUNT

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
Graduate Academic									
Masters	-	2	4	4	6	6	9	9	12
1st Doctoral	-	1	1	8	12	16	20	22	28
2nd Doctoral	-	1	4	12	18	24	30	38	52
Total Graduate Division		4	9	24	36	46	59	69	92
Total Medicine		51	117	205	290	358	381	401	492
Post Doctoral Scholars			15	20	25	25	30	30	40
NURSING									
(Undergraduate):									
First Year									(30)
Second Year									-
Third Year									-
Total Undergraduate									(30)
Professional-Master of Nursing--		-	-	-	-	-	-	-	
Graduate Academic: Master of Science	-	-	-	-	-	-	-	-	-
Total Nursing									30
ALLIED HEALTH PROFESSIONS									
B.S. Curriculum									
Professional Curriculum									
First Year									
Second Year									
Third Year									
Fourth Year									

TABLE 8. HEALTH SCIENCE ENORLLMENTS - AVERAGE ANNUAL HEADCOUNT

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
HEALTH SCIENCES TOTAL									
B. S. Curriculums (Upper Division)	-	-	-	-	-	-	-	-	(30)
Professional Curriculums	253	280	354	406	454	502	550	597	692
Graduate Academic:									
Masters	22	36	39	46	51	55	69	74	90
1st Doctoral	2	2	3	10	15	19	24	26	33
2nd Doctoral	63	71	72	92	105	120	146	165	202
Total Grad Division	87	109	114	148	171	194	239	265	325
Interns & Residents	54	55	67	103	130	140	150	160	180
TOTAL	394	445	535	657	755	836	939	1022	1227
Post Doctoral			15	20	25	25	30	30	40

TABLE 8. HEALTH SCIENCE ENROLLMENTS - AVERAGE ANNUAL HEADCOUNT

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
VETERINARY MEDICINE									
D. V. M. Curriculum									
First Year	128	128	128	128	128	128	128	128	128
Second Year	123	123	123	123	123	123	123	123	123
Third Year	125	125	125	125	125	125	125	125	125
Fourth Year	123	123	123	123	123	123	123	123	123
Total Professional	499	499	499	499	499	499	499	499	499
Interns & Residents	20	20	20	20	20	20	20	20	20
Limiteds	-	-	-	-	-	-	-	-	-
Graduate Academic:									
Masters	85	92	100	100	100	100	100	100	100
1st Doctoral	5	6	6	6	6	6	6	6	6
2nd Doctoral	164	179	196	196	196	196	196	196	196
Total Graduate Division	254	277	302	302	302	302	302	302	302
Total Veterinary Medicine	773	796	821	821	821	821	821	821	821
MEDICINE									
M. D. Curriculum									
First Year	128	128	128	128	128	128	128	128	128
Second Year	96	128	128	128	128	128	128	128	128
Third Year	48	96	128	128	128	128	128	128	128
Fourth Year	48	48	96	128	128	128	128	128	128
Total Professional	320	400	480	512	512	512	512	512	512
Interns & Residents	180	230	290	350	350	350	350	350	350

TABLE 8. HEALTH SCIENCE ENROLLMENTS - AVERAGE ANNUAL HEADCOUNT

Medicine (Cont'd.)	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Graduate Academic:									
Masters	18	24	27	31	31	31	31	31	31
1st Doctoral	30	32	33	34	35	35	35	35	35
2nd Doctoral	70	88	97	106	115	115	115	115	115
Total Graduate Division	118	144	157	171	181	181	181	181	181
Total Medicine	618	774	927	1033	1043	1043	1043	1043	1043
Post Doctoral Scholars	40	60	70	80	90	90	90	90	90
NURSING									
(Undergraduate):									
First Year	(30)	(50)	(50)	(50)	(50)	(50)	(50)	(50)	(50)
Second Year	(25)	(25)	(45)	(45)	(45)	(45)	(45)	(45)	(45)
Third Year	-	(25)	(25)	(45)	(45)	(45)	(45)	(45)	(45)
Total Undergraduate	(55)	(100)	(120)	(140)	(140)	(140)	(140)	(140)	(140)
Professional-Master of Nursing	-	5	15	30	60	75	75	75	75
Graduate Academic: Master of Science	-	5	15	30	60	75	75	75	75
Total Nursing	55	110	150	200	260	290	290	290	290
ALLIED HEALTH PROFESSIONS									
B.S. Curriculum	-	-	(10)	(60)	(75)	(75)	(80)	(90)	(100)
Professional Curriculum:									
First Year	-	30	30	55	55	79	79	79	79
Second Year	-	-	25	25	50	50	74	74	74
Third Year	-	-	-	25	25	50	50	50	50
Fourth Year	-	-	-	-	25	25	50	50	50
		30	55	105	155	204	253	253	253

TABLE 8. HEALTH SCIENCE ENROLLMENTS - AVERAGE ANNUAL HEADCOUNT

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Allied Health (cont'd.)									
Graduate Academic:									
Masters	-	-	7	12	20	20	20	20	20
1st Doctoral	-	-	2	5	7	7	7	7	7
2nd Doctoral	-	-	6	13	23	23	23	23	23
Total Graduate Division	-	-	15	30	50	50	50	50	50
Total Allied Health Prof.	-	30	80	195	280	329	383	393	403
DENTISTRY									
D.D.S. Curriculum									
First Year	-	-	76	76	76	76	76	76	76
Second Year	-	-	-	76	76	76	76	76	76
Third Year	-	-	-	-	76	76	76	76	76
Fourth Year	-	-	-	-	-	76	76	76	76
Total Professional			76	152	228	304	304	304	304
Interns & Residents	-	-	-	-	-	5	5	10	10
Dental Hygienists (Upper Division)	-	-	(20)	(40)	(45)	(50)	(50)	(50)	(50)
Graduate Academic:									
Masters	-	-	-	2	4	7	10	10	10
1st Doctoral	-	-	-	2	4	7	10	10	10
2nd Doctoral	-	-	-	6	12	21	30	30	30
Total Graduate Division			-	10	20	35	50	50	50
Total Dentistry			96	202	293	394	409	414	414

TABLE 8. HEALTH SCIENCE ENROLLMENTS - AVERAGE ANNUAL HEADCOUNT

HEALTH SCIENCES TOTAL	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
B. S. Curriculums (Upper Division)	(55)	(100)	(150)	(240)	(260)	(265)	(270)	(280)	(290)
Professional Curriculums	819	934	1125	1298	1454	1594	1643	1643	1643
Graduate Academic:									
Masters	103	121	149	175	215	233	236	236	236
1st Doctoral	35	38	41	47	52	55	58	58	58
2nd Doctoral	234	267	299	321	346	355	364	364	364
Total Grad Division	372	426	489	543	613	643	658	658	658
Interns & Residents	200	250	310	370	370	375	375	380	380
TOTAL	1446	1710	2074	2451	2697	2877	2946	2961	2971
Post Doctoral	40	60	70	80	90	90	90	90	90

TABLE 9

GROWTH PLAN ENROLLMENT AND FTE ACADEMIC STAFF

SCHOOL OF LAW

Average Annual Enrollment by Class - Degree of Juris Doctor

	1st Year	2nd Year	3rd Year	Total
1966	75	-	-	75
1967	84	73	-	157
1968	95	65	70	230
1969	180	80	60	320
1970	180	160	80	420
1971-83	180	160	160	500

FTE ACADEMIC STAFF

	School of Law							Law Library
	Faculty		Auxiliary Staff		Teaching Staff	Other	Total Academic	
	Group I	Group II	Group I	Group II				
1965	4.00	-	-	-	4.00	1.00	5.00	3.00
1966	5.00				5.00	1.50	6.50	5.00
1967	8.00				8.00	1.50	9.50	7.00
1968	12.00				12.00	1.50	13.50	7.00
1969	16.00	2.00			18.00	1.50	19.50	8.50
1970	21.00	3.00			24.00	1.50	25.50	9.50
1971-83	25.00	4.00			29.00	1.50	30.50	10.00

Revised 10-8-68

TABLE 10A

DAVIS CAMPUS 1966 - 1977

11/11/68

ACADEMIC PLAN - FTE STUDENTS AND FACULTY D)

COLLEGE OF AGRICULTURE

	F.T.E. STUDENTS				F.T.E. ACADEMIC						RATIOS	
	L.D.	U.D.	G.	TOTAL	FACULTY I + II TOTAL	AUXILIARY I	AUXILIARY II	TEACH. STAFF	OTHER ACAD.	TOTAL	STUDENTS TO FACULTY	STUDENTS TO TEACHING STAFF
ACTUAL												
1966 - 67												
WORKL. DIST. A)	107	471	643	1221								
BUDGET FTE B)	106	452	579	1137	72.02	.67	10.50	83.19	289.03	372.22	15.79	13.67
WEIGHTED FTE C)	106	678	1650	2434							33.80	29.26
GRAD HEAD C.			680									
1967 - 68												
WORKL. DIST. A)	130	565	632	1327								
BUDGET FTE B)	129	543	569	1241	75.40	.67	10.50	86.57	306.57	393.14	16.46	14.33
WEIGHTED FTE C)	129	815	1622	2566							34.03	29.64
GRAD HEAD C.			700									
PROJECTED												
1968 - 69												
WORKL. DIST.	145	580	680	1405								
BUDGET FTE	143	557	612	1312	77.5	.7	13.5	91.7	299.1	390.8	16.93	14.31
WEIGHTED FTE	143	835	1744	2722							35.12	29.68
GRAD HEAD C.			735									
1969 - 70												
WORKL. DIST.	140	615	705	1460								
BUDGET FTE	138	605	629	1372	84.0	.7	18.0	102.7	302.6	405.3	16.33	13.35
WEIGHTED FTE	138	908	1794	2840							33.81	27.63
GRAD HEAD C.			765									
1970 - 71												
WORKL. DIST.	145	680	740	1565								
BUDGET FTE	143	669	661	1473	90.3	.8	22.9	114.0	305.9	419.9	16.31	12.91
WEIGHTED FTE	143	1004	1883	3030							33.55	26.56
GRAD HEAD C.			800									
1971 - 72												
WORKL. DIST.	150	720	770	1640								
BUDGET FTE	148	708	687	1543	96.6	.9	23.9	121.4	308.7	430.1	15.97	12.70
WEIGHTED FTE	148	1063	1959	3170							32.82	26.09
GRAD HEAD C.			835									

TABLE 10A Continued

1972 - 73												
WORKL. DIST.	155	755	810	1720								
BUDGET FTE	153	743	723	1619	102.9	1.0	35.8	139.7	312.1	451.8	15.73	11.59
WEIGHTED FTE	153	1114	2061	3328							32.34	23.82
GRAD HEAD C.			875									
1973 - 74												
WORKL. DIST.	170	785	850	1805								
BUDGET FTE	168	772	759	1699	110.6	1.0	38.0	149.6	315.0	464.6	15.36	11.36
WEIGHTED FTE	168	1159	2163	3490							31.56	23.33
GRAD HEAD C.			920									
1974 - 75												
WORKL. DIST.	165	805	890	1860								
BUDGET FTE	163	792	795	1750	115.3	1.0	38.0	154.3	318.8	473.1	15.18	11.34
WEIGHTED FTE	163	1188	2264	3615							31.35	23.43
GRAD HEAD C.			965									
1975 - 76												
WORKL. DIST.	165	815	940	1920								
BUDGET FTE	163	802	839	1804	120.1	1.0	38.0	159.1	320.9	480.0	15.02	11.34
WEIGHTED FTE	163	1203	2392	3758							31.29	23.62
GRAD HEAD C.			1015									
1976 - 77												
WORKL. DIST.	160	825	990	1975								
BUDGET FTE	158	812	884	1854	125.8	1.0	38.0	164.8	325.1	489.9	14.74	11.25
WEIGHTED FTE	158	1218	2519	3895							30.96	23.63
GRAD HEAD C.			1070									
1977 - 78												
WORKL. DIST.	160	850	1050	2060								
BUDGET FTE	158	836	937	1931	132.0	1.0	38.0	171.0	328.3	499.3	14.63	11.29
WEIGHTED FTE	158	1255	2671	4084							30.94	23.88
GRAD HEAD C.			1135									
1978 - 79												
WORKL. STUD.	155	860	1110	2125								
BUDGET FTE	153	846	991	1990	138.3	1.0	38.0	177.3	330.5	507.8	14.39	11.22
WEIGHTED FTE	153	1269	2825	4247							30.71	23.95
GRAD HEAD C.			1200									

TABLE 10B

DAVIS CAMPUS 1966 - 1977

11/11/68

ACADEMIC PLAN - FTE STUDENTS AND FACULTY D)

COLLEGE OF ENGINEERING

	F.T.E. STUDENTS				F.T.E. ACADEMIC						RATIOS	
	L.D.	U.D.	G.	TOTAL	FACULTY I + II TOTAL	AUXILIARY I	AUXILIARY II	TEACH. STAFF	OTHER ACAD.	TOTAL	STUDENTS TO FACULTY	STUDENTS TO TEACHING STAFF
ACTUAL												
1966 - 67												
WORKL. DIST. A)	52	199	191	442								
BUDGET FTE B)	51	191	172	414	51.10	0	7.50	58.60	1.60	60.20	8.10	7.06
WEIGHTED FTE C)	51	287	490	828							16.20	14.13
GRAD HEAD C.			194									
1967 - 68												
WORKL. DIST. A)	82	212	220	514								
BUDGET FTE B)	82	204	198	484	55.10	0	11.00	66.10	2.10	68.20	8.78	7.32
WEIGHTED FTE C)	82	306	564	952							17.28	14.40
GRAD HEAD C.			214									
PROJECTED												
1968 - 69												
WORKL. DIST.	90	300	220	610								
BUDGET FTE	89	288	198	575	58.1		11.0	69.1	2.1	71.2	9.90	8.32
WEIGHTED FTE	89	432	564	1085							18.67	15.70
GRAD HEAD C.			220									
1969 - 70												
WORKL. DIST.	85	335	245	665								
BUDGET FTE	84	330	219	633	62.4		12.6	75.0	2.6	77.6	10.14	8.44
WEIGHTED FTE	84	494	623	1201							19.25	16.01
GRAD HEAD C.			245									
1970 - 71												
WORKL. DIST.	90	360	270	720								
BUDGET FTE	89	354	241	684	66.9		14.4	81.3	2.8	84.1	10.22	8.41
WEIGHTED FTE	89	531	687	1307							19.54	16.08
GRAD HEAD C.			270									
1971 - 72												
WORKL. DIST.	95	385	300	780								
BUDGET FTE	94	379	268	741	71.3		14.8	86.1	3.0	89.1	10.39	8.61
WEIGHTEC FTE	94	568	763	1425							19.99	16.55
GRAD HEAD C.			300									

TABLE 10B Continued

1972 - 73											
WORKL. DIST.	100	405	330	835							
BUDGET FTE	99	399	295	793	75.7	19.2	94.9	3.0	97.9	10.48	8.36
WEIGHTED FTE	99	598	840	1537						20.30	16.20
GRAD HEAD C.			330								
1973 - 74											
WORKL. DIST.	105	415	365	885							
BUDGET FTE	104	408	326	838	81.0	20.0	101.0	3.2	104.2	10.35	8.30
WEIGHTED FTE	104	613	929	1646						20.32	16.30
GRAD HEAD C.			365								
1974 - 75											
WORKL. DIST.	105	425	405	935							
BUDGET FTE	104	418	362	884	84.2	20.0	104.2	3.2	107.4	10.50	8.48
WEIGHTED FTE	104	627	1030	1761						20.91	16.90
GRAD HEAD C.			405								
1975 - 76											
WORKL. DIST.	105	435	445	985							
BUDGET FTE	104	428	397	929	87.5	20.0	107.5	3.2	110.7	10.62	8.64
WEIGHTED FTE	104	642	1132	1878						21.46	17.47
GRAD HEAD C.			445								
1976 - 77											
WORKL. DIST.	100	440	490	1030							
BUDGET FTE	99	433	437	969	91.4	20.0	111.4	3.2	114.6	10.60	8.70
WEIGHTED FTE	99	649	1247	1995						21.83	17.91
GRAD HEAD C.			490								
1977 - 78											
WORKL. DIST.	100	450	545	1095							
BUDGET FTE	99	443	487	1029	95.6	20.0	115.6	3.2	118.8	10.76	8.90
WEIGHTED FTE	99	664	1387	2150						22.49	18.60
GRAD HEAD C.			545								
1978 - 79											
WORKL. STUD.	100	455	600	1155							
BUDGET FTE	99	448	536	1083	100.0	20.0	120.0	3.2	123.2	10.83	9.03
WEIGHTED FTE	99	672	1527	2298						22.98	19.15
GRAD HEAD C.			600								

TABLE 10C

DAVIS CAMPUS 1966 - 1977

11/11/68

ACADEMIC PLAN - FTE STUDENTS AND FACULTY D)

COLLEGE OF LETTERS AND SCIENCE

	F.T.E. STUDENTS				F.T.E. ACADEMIC						RATIOS	
	L.D.	U.D.	G.	TOTAL	FACULTY I + II TOTAL	AUXILIARY I	AUXILIARY II	TEACH. STAFF	OTHER ACAD.	TOTAL	STUDENTS TO FACULTY	STUDENTS TO TEACHING STAFF
ACTUAL												
1966 - 67												
WORKL. DIST. A)	3976	1872	961	6809								
BUDGET FTE B)	3920	1797	865	6582	388.75	4.69	102.50	495.94	19.06	515.00	16.93	13.27
WEIGHTED FTE C)	3920	2696	2465	9081							23.36	18.31
GRAD HEAD C.			896									
1967 - 68												
WORKL. DIST. A)	4105	2270	1083	7458								
BUDGET FTE B)	4082	2181	975	7238	409.60	5.44	118.60	533.64	19.08	552.72	17.67	13.56
WEIGHTED FTE C)	4082	3272	2779	10123							24.71	18.97
GRAD HEAD C.			1038									
PROJECTED												
1968 - 69												
WORKL. DIST.	4512	2730	1165	8407								
BUDGET FTE	4449	2621	1048	8118	414.6	7.9	126.6	549.1	25.6	574.7	19.58	14.78
WEIGHTED FTE	4449	3931	2988	11368							27.42	20.70
GRAD HEAD C.			1110									
1969 - 70												
WORKL. DIST.	4355	2885	1300	8540								
BUDGET FTE	4294	2839	1161	8294	441.9	9.8	147.5	599.2	25.8	625.0	18.77	13.84
WEIGHTED FTE	4294	4258	3307	11859							26.84	19.79
GRAD HEAD C.			1240									
1970 - 71												
WORKL. DIST.	4495	3080	1450	9025								
BUDGET FTE	4432	3031	1294	8757	471.8	11.3	170.7	653.8	26.1	679.9	18.56	13.39
WEIGHTED FTE	4432	4546	3689	12667							26.85	19.37
GRAD HEAD C.			1390									
1971 - 72												
WORKL. DIST.	4600	3225	1620	9445								
BUDGET FTE	4536	3173	1446	9155	499.1	12.7	175.3	687.1	26.3	713.4	18.34	13.32
WEIGHTED FTE	4536	4760	4122	13418							26.88	19.53
GRAD HEAD C.			1555									

TABLE 10C Continued

1972 - 73												
WORKL. DIST.	4790	3355	1795	9940								
BUDGET FTE	4723	3301	1602	9626	526.4	14.0	231.0	771.4	26.5	797.9	18.29	12.48
WEIGHTED FTE	4723	4952	4567	14242							27.06	18.46
GRAD HEAD C.			1730									
1973 - 74												
WORKL. DIST.	5025	3500	1995	10520								
BUDGET FTE	4955	3444	1781	10180	559.4	15.3	240.0	814.7	26.7	841.4	18.20	12.50
WEIGHTED FTE	4955	5166	5076	15197							27.17	18.65
GRAD HEAD C.			1925									
1974 - 75												
WORKL. DIST.	4950	3550	2215	10715								
BUDGET FTE	4881	3493	1977	10351	679.5	16.3	240.0	935.8	26.9	962.7	15.23	11.06
WEIGHTED FTE	4881	5240	5635	15756							23.19	16.84
GRAD HEAD C.			2140									
1975 - 76												
WORKL. DIST.	4890	3590	2445	10925								
BUDGET FTE	4822	3533	2183	10538	600.4	17.3	240.0	857.7	27.0	884.7	17.55	12.29
WEIGHTED FTE	4822	5299	6221	16342							27.22	19.05
GRAD HEAD C.			2370									
1976 - 77												
WORKL. DIST.	4840	3635	2705	11180								
BUDGET FTE	4772	3577	2415	10764	624.8	18.3	240.0	883.1	27.2	910.3	17.23	12.19
WEIGHTED FTE	4772	5365	6882	17019							27.24	19.27
GRAD HEAD C.			2625									
1977 - 78												
WORKL. DIST.	4740	3700	2980	11420								
BUDGET FTE	4674	3641	2660	10975	651.4	18.3	240.0	909.7	27.3	937.0	16.85	12.06
WEIGHTED FTE	4674	5461	7582	17717							27.20	19.48
GRAD HEAD C.			2895									
1978 - 79												
WORKL. STUD.	4685	3745	3290	11720								
BUDGET FTE	4619	3685	2938	11242	678.7	18.3	240.0	937.0	27.3	964.3	16.56	12.00
WEIGHTED FTE	4619	5528	8373	18520							27.29	19.77
GRAD HEAD C.			3200									

TABLE 10D

DAVIS CAMPUS 1966 - 1977

11/12/68

ACADEMIC PLAN - FTE STUDENTS AND FACULTY D)

SCHOOL OF LAW

	F.T.E. STUDENTS				F.T.E. ACADEMIC						RATIOS	
	L.D.	U.D.	G.	TOTAL	FACULTY I + II TOTAL	AUXILIARY I	AUXILIARY II	TEACH. STAFF	OTHER ACAD.	TOTAL	STUDENTS TO FACULTY	STUDENTS TO TEACHING STAFF
ACTUAL												
1966 - 67												
WORKL. DIST. A)	0	0	75	75	8.00	0	0.00	8.00	1.50	9.50	8.38	8.38
BUDGET FTE B)	0	0	67	67							21.00	21.00
WEIGHTED FTE C)	0	0	168	168								
GRAD HEAD C.			75									
1967 - 68												
WORKL. DIST. A)	0	0	157	157	8.00	0	0.00	8.00	1.50	9.50	17.63	17.63
BUDGET FTE B)	0	0	141	141							44.13	44.13
WEIGHTED FTE C)	0	0	353	353								
GRAD HEAD C.			157									
PROJECTED												
1968 - 69												
WORKL. DIST.	0	0	230	230	12.0		0.0	12.0	1.5	13.5	17.25	17.25
BUDGET FTF	0	0	207	207							43.08	43.08
WEIGHTED FTE	0	0	517	517								
GRAD HEAD C.			230									
1969 - 70												
WORKL. DIST.	0	0	320	320	18.0		0.0	18.0	1.5	19.5	15.89	15.89
BUDGET FTE	0	0	286	286							39.67	39.67
WEIGHTED FTE	0	0	714	714								
GRAD HEAD C.			320									
1970 - 71												
WORKL. DIST.	0	0	420	420	24.0		0.0	24.0	1.5	25.5	15.63	15.63
BUDGET FTE	0	0	375	375							39.04	39.04
WEIGHTED FTE	0	0	937	937								
GRAD HEAD C.			420									
1971 - 72												
WORKL. DIST.	0	0	500	500	29.0		0.0	29.0	1.5	30.5	15.38	15.38
BUDGET FTE	0	0	446	446							38.48	38.48
WEIGHTED FTE	0	0	1116	1116								

TABLE 10D Continued

1972 - 73											
WORKL. DIST.	0	0	500	500							
BUDGET FTE	0	0	446	446	29.0	0.0	29.0	1.5	30.5	15.38	15.38
WEIGHTED FTE	0	0	1116	1116						38.48	38.48
GRAD HEAD C.			500								
1973 - 74											
WORKL. DIST.	0	0	500	500							
BUDGET FTE	0	0	446	446	29.0	0.0	29.0	1.5	30.5	15.38	15.38
WEIGHTED FTE	0	0	1116	1116						38.48	38.48
GRAD HEAD C.			500								
1974 - 75											
WORKL. DIST.	0	0	500	500							
BUDGET FTE	0	0	446	446	29.0	0.0	29.0	1.5	30.5	15.38	15.38
WEIGHTED FTE	0	0	1116	1116						38.48	38.48
GRAD HEAD C.			500								
1975 - 76											
WORKL. DIST.	0	0	500	500							
BUDGET FTE	0	0	446	446	29.0	0.0	29.0	1.5	30.5	15.38	15.38
WEIGHTED FTE	0	0	1116	1116						38.48	38.48
GRAD HEAD C.			500								
1976 - 77											
WORKL. DIST.	0	0	500	500							
BUDGET FTE	0	0	446	446	29.0	0.0	29.0	1.5	30.5	15.38	15.38
WEIGHTED FTE	0	0	1116	1116						38.48	38.48
GRAD HEAD C.			500								
1977 - 78											
WORKL. DIST.	0	0	500	500							
BUDGET FTE	0	0	446	446	29.0	0.0	29.0	1.5	30.5	15.38	15.38
WEIGHTED FTE	0	0	1116	1116						38.48	38.48
GRAD HEAD C.			500								
1978 - 79											
WORKL. STUD.	0	0	500	500							
BUDGET FTE	0	0	446	446	29.0	0.0	29.0	1.5	30.5	15.38	15.38
WEIGHTED FTE	0	0	1116	1116						38.48	38.48
GRAD HEAD C.			500								

TABLE 10E

DAVIS CAMPUS 1966 - 1977 11/12/68

ACADEMIC PLAN - FTE STUDENTS AND FACULTY D)

SCHOOL OF ADMINISTRATION

	F.T.E. STUDENTS				F.T.E. ACADEMIC						RATIOS	
	L.D.	U.D.	G.	TOTAL	FACULTY I + II TOTAL	AUXILIARY I	AUXILIARY II	TEACH. STAFF	OTHER ACAD.	TOTAL	STUDENTS TO FACULTY	STUDENTS TO TEACHING STAFF
ACTUAL												
1966 - 67												
WORKL. DIST. A)	0	0	0	0							0.00	0.00
BUDGET FTE B)	0	0	0	0	0.00	C	0.00	0.00	0.00	0.00	0.00	0.00
WEIGHTED FTE C)	0	0	0	C								
GRAD HEAD C.			0									
1967 - 68												
WORKL. DIST. A)	0	0	0	0							0.00	0.00
BUDGET FTE B)	0	0	0	0	0.00	C	0.00	0.00	0.00	0.00	0.00	0.00
WEIGHTED FTE C)	0	0	0	0								
GRAD HEAD C.			0									
PROJECTED												
1968 - 69												
WORKL. DIST.	0	0	0	0							0.00	0.00
BUDGET FTE	0	0	0	0	0.0		0.0	0.0	0.0	0.0	0.00	0.00
WEIGHTED FTE	0	0	0	0								
GRAD HEAD C.			0									
1969 - 70												
WORKL. DIST.	0	0	0	0							0.00	0.00
BUDGET FTE	0	0	0	0	0.0		0.0	0.0	0.0	0.0	0.00	0.00
WEIGHTED FTE	0	0	0	0								
GRAD HEAD C.			0									
1970 - 71												
WORKL. DIST.	0	0	0	0							0.00	0.00
BUDGET FTE	0	0	0	0	3.0		0.0	3.0	1.0	4.0	0.00	0.00
WEIGHTED FTE	0	0	0	0								
GRAD HEAD C.			0									
1971 - 72												
WORKL. DIST.	0	0	100	100							7.42	7.42
BUDGET FTE	0	0	89	89	12.0		0.0	12.0	1.0	13.0	18.58	18.58
WEIGHTED FTE	0	0	223	223								
GRAD HEAD C.			100									

TABLE 10E Continued

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                                                    I                                                          I
 1972 - 73                                          I                                                          I
  WORKL. DIST.       0      0    180    180         I                                                          I
  BUDGET FTE         0      C    161    161         I   20.0            0.0     20.0      1.0     21.0         I     8.05          8.05
  WEIGHTED FTE       0      0    402    402         I                                                          I    20.10         20.10
  GRAD HEAD C.                   180                I                                                          I
                                                    I                                                          I
                                                    I                                                          I
 1973 - 74                                          I                                                          I
  WORKL. CIST.       0      0    245    245         I                                                          I
  BUDGET FTE         0      0    219    219         I   24.0            0.0     24.0      1.5     25.5         I     9.13          9.13
  WEIGHTEC FTE       0      0    547    547         I                                                          I    22.79         22.79
  GRAD HEAD C.                   245                I                                                          I
                                                    I                                                          I
                                                    I                                                          I
 1974 - 75                                          I                                                          I
  WORKL. CIST.       0      0    370    370         I                                                          I
  BUDGET FTE         0      0    330    330         I   35.0            0.0     35.0      1.5     36.5         I     9.43          9.43
  WEIGHTEC FTE       0      0    826    826         I                                                          I    23.60         23.60
  GRAD HEAD C.                   370                I                                                          I
                                                    I                                                          I
                                                    I                                                          I
 1975 - 76                                          I                                                          I
  WORKL. DIST.       0      0    460    460         I                                                          I
  BUDGET FTE         0      0    411    411         I   43.0            0.0     43.0      1.5     44.5         I     9.56          9.56
  WEIGHTED FTE       0      0   1027   1027         I                                                          I    23.88         23.88
  GRAD HEAD C.                   460                I                                                          I
                                                    I                                                          I
                                                    I                                                          I
 1976 - 77                                          I                                                          I
  WORKL. DIST.       0      0    500    500         I                                                          I
  BUDGET FTE         0      0    446    446         I   45.0            0.0     45.0      1.5     46.5         I     9.91          9.91
  WEIGHTEC FTE       0      0   1116   1116         I                                                          I    24.80         24.80
  GRAD HEAD C.                   500                I                                                          I
                                                    I                                                          I
                                                    I                                                          I
 1977 - 78                                          I                                                          I
  WORKL. DIST.       0      0    500    500         I                                                          I
  BUDGET FTE         0      0    446    446         I   45.0            0.0     45.0      1.5     46.5         I     9.91          9.91
  WEIGHTED FTE       0      0   1116   1116         I                                                          I    24.80         24.80
  GRAD HEAD C.                   500                I                                                          I
                                                    I                                                          I
                                                    I                                                          I
 1978 - 79                                          I                                                          I
  WORKL. STUD.       0      0    500    500         I                                                          I
  BUDGET FTE         0      0    446    446         I   45.0            0.0     45.0      1.5     46.5         I     9.91          9.91
  WEIGHTED FTE       0      0   1116   1116         I                                                          I    24.80         24.80
  GRAD HEAC C.                   500                I                                                          I
                                                    I                                                          I
                                                    I                                                          I
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TABLE 11-A
DAVIS CAMPUS

ACADEMIC PLAN - FTE STUDENT ENROLLMENT & FACULTY
SCHOOL OF VETERINARY MEDICINE 1965-77

		F.T.E. STUDENT ENROLLMENT				ACADEMIC F.T.E.			RATIO
		Prof.	Int.	Grad.	Total	Faculty I & II Total	Other Acad.	Total	Students to Faculty
1965-66	Unwtd.	227		50	287	51.25[a]	17.75	69.00	5.60
	Wtd.	568		140	708				13.81
1966-67	Unwtd.	253	11	87	351	57.25[a]	17.75	75.00	6.13
	Wtd.	633	27	244	904				15.79
1967-68	Unwtd.	280	8	106	394	62.25[a]	18.25	80.50	6.32
	Wtd.	700	20	299	1019				16.36
1968-69	Unwtd.	306	7	105	418	69.28	18.22	87.50	6.03
	Wtd.	765	18	326	1109				16.00
1969-70	Unwtd.	310	18	124	452	74.28	18.22	92.50	6.08
	Wtd.	775	50	390	1215				16.35
1970-71	Unwtd.	310	20	135	465	84.55	18.20	102.75	5.50
	Wtd.	775	50	425	1250				14.76
1971-72	Unwtd.	310	20	148	478	88.50	19.20	107.70	5.40
	Wtd.	775	50	466	1291				14.58
1972-73	Unwtd.	358	20	180	558	105.30	19.20	124.50	5.30
	Wtd.	895	50	566	1511				14.34
1973-74	Unwtd.	405	20	196	621	119.40	19.20	138.60	5.20
	Wtd.	1013	50	617	1680				14.07
1974-75	Unwtd.	452	20	233	705	138.20	19.20	157.40	5.10
	Wtd.	1130	50	733	1913				13.84
1975-76	Unwtd.	499	20	254	773	154.60	19.20	173.80	5.00
	Wtd.	1248	50	799	2097				13.56
1976-77	Unwtd.	499	20	277	796	159.20	19.20	178.40	5.00
	Wtd.	1248	50	872	2170				13.63
1977-78	Unwtd.	499	20	302	821	164.20	19.20	183.40	5.00
	Wtd.	1248	50	951	2249				13.69

[a] Faculty FTE adjusted upward to reflect I & R - AES split agreement in 1967-68.

10-21-68

TABLE 11-B
DAVIS CAMPUS
ACADEMIC PLAN - FTE STUDENT ENROLLMENT & FACULTY
SCHOOL OF MEDICINE 1966-79

		F.T.E. STUDENT ENROLLMENT				ACADEMIC F.T.E.			RATIO
		Prof.	Int. Res.	Grad.	Total	Faculty I & II Total	Other Acad.	Total	Students to Faculty
1966-67	Unwtd.		43		43	12.75	1.25	14.00	3.37
	Wtd.		108		108				8.47
1967-68	Unwtd.		47	4	51	36.50	2.50	39.00	1.39
	Wtd.		118	11	129				3.53
1968-69	Unwtd.	48	60	9	117	72.75	2.50	75.25	1.60
	Wtd.	120	150	27	297				4.08
1969-70	Unwtd.	96	85	24	205	90.50	3.50	94.00	2.26
	Wtd.	240	213	72	525				5.80
1970-71	Unwtd.	144	110	36	290	105.50	4.50	110.00	2.74
	Wtd.	360	275	108	743				7.04
1971-72	Unwtd.	192	120	46	358	115.50	4.50	120.00	3.09
	Wtd.	480	300	139	919				7.95
1972-73	Unwtd.	192	130	59	381	122.50	4.50	127.00	3.11
	Wtd.	480	325	178	983				8.02
1973-74	Unwtd.	192	140	69	401	131.50	5.00	136.50	3.04
	Wtd.	480	350	211	1041				8.49
1974-75	Unwtd.	240	160	92	492	139.50	5.00	144.50	3.52
	Wtd.	600	400	282	1282				9.18
1975-76	Unwtd.	320	180	118	618	157.50	5.00	162.50	3.92
	Wtd.	800	450	365	1615				10.25
1976-77	Unwtd.	400	230	144	774	202.50	5.00	207.50	3.82
	Wtd.	1000	575	448	2023				10.00
1977-78	Unwtd.	480	290	157	927	227.50	5.00	232.50	4.07
	Wtd.	1200	725	486	2411				10.59
1978-79	Unwtd.	512	350	171	1033	227.50	5.00	232.50	4.54
	Wtd.	1280	875	531	2686				11.80
1979-80	Unwtd.	512	350	181	1043	227.50	5.00	232.50	4.58
	Wtd.	1280	875	568	2723				11.96

TABLE 11-C
DAVIS CAMPUS

ACADEMIC PLAN - FTE STUDENT ENROLLMENT & FACULTY
SCHOOL OF NURSING - 1973-1980

	F.T.E. STUDENT ENROLLMENT				F.T.E. ACADEMIC						RATIOS	
	U.D.	Grad Prof	G.	Total	Faculty I & II Total	Auxiliary I	Auxiliary II	Teach. Staff	Other Acad.	Total	Students To Faculty	Stud. To Teach. Staff
1973 -					6.0	0	0	6.0	2.0	8.0		
1974 -Unwtd.	30			30							3.33	3.33
Wtd.	45			45	9.0	0	0	9.0	2.0	11.0	5.00	5.00
Grad. H.C.												
1975 -Unwtd.	55			55							4.44	4.44
Wtd.	83			83	12.50	0	0	12.50	2.0	14.50	6.64	6.64
Grad. H.C.												
1976 -Unwtd.	100	5	5	110							5.50	5.50
Wtd.	150	13	12	175	20.00	0	0	20.00	2.0	22.00	8.75	8.75
Grad. H.C.			10									
1977 -Unwtd.	120	15	15	150							6.52	6.52
Wtd.	180	38	37	255	23.00	0	0	23.00	2.0	25.00	11.08	11.08
Grad. H.C.			30									
1978 -Unwtd.	140	30	30	200							7.14	7.14
Wtd.	210	75	75	360	28.00	0	0	28.00	3.0	31.00	12.85	12.85
Grad. H.C.			60									
1979 -Unwtd.	140	60	60	260							7.42	7.42
Wtd.	210	150	150	510	35.00	0	0	35.00	3.0	38.00	14.57	14.57
Grad. H.C.			120									
1980 -Unwtd.	140	75	75	290							7.53	7.53
Wtd.	210	188	187	585	38.50	0	0	38.50	3.0	41.50	15.19	15.19
Grad. H.C.			150									

Assume FTE = Enrollment until ciriculum can be evaluated for SCH workload impact. Dr. Lindsey says that these

7-12-67 - DCJ

TABLE 11-D
DAVIS CAMPUS

ACADEMIC PLAN - FTE STUDENT ENROLLMENT & FACULTY
ALLIED HEALTH PROF. - 1975-1981

		F.T.E. STUDENT ENROLLMENT				F.T.E. ACADEMIC						RATIOS	
		U.D.	Grad. Prof.	G.	Total	Faculty I & II Total	Auxiliary I	Auxiliary II	Teach. Staff	Other Acad.	Total	Students To Faculty	Stud. To Teach. Staff
1975-	Unwtd.											-	-
	Wtd.				-	3.0	0	0	3.0	1.0	4.0		
	Grad. H.C.												
1976 -	Unwtd.	30	0		30							5.00	5.00
	Wtd.	45			45	6.0	0	0	6.0	1.0	7.0	7.50	7.50
	Grad. H.C.												
1977 -	Unwtd.	65	0	15	80							5.00	5.00
	Wtd.	97		45	142	16.0	0	0	16.0	1.0	17.0	8.88	8.88
	Grad. H.C.				15								
1978 -	Unwtd.	140	25	30	195							5.13	5.13
	Wtd.	210	63	91	364	38.0	0	0	38.0	2.0	40.0	9.58	9.58
	Grad. H.C.				55								
1979 -	Unwtd.	180	50	50	280							5.38	5.38
	Wtd.	270	125	153	548	52.0	0	0	52.0	2.0	54.0	10.54	10.54
	Grad. H.C.				100								
1980 -	Unwtd.	204	75	50	329							5.48	5.48
	Wtd.	306	188	153	647	60.0	0	0	60.0	2.0	62.0	10.78	10.78
	Grad. H.C.				125								
1981 -	Unwtd.	233	100	50	383							5.47	5.47
	Wtd.	350	250	153	753	70.0	0	0	70.0	2.0	72.0	10.76	10.76
	Grad. H.C.				150								

Assume H.C. = FTE until SCH-Impact can be examined.

7-12-67 - DCJ

TABLE 1J-E
DAVIS CA S

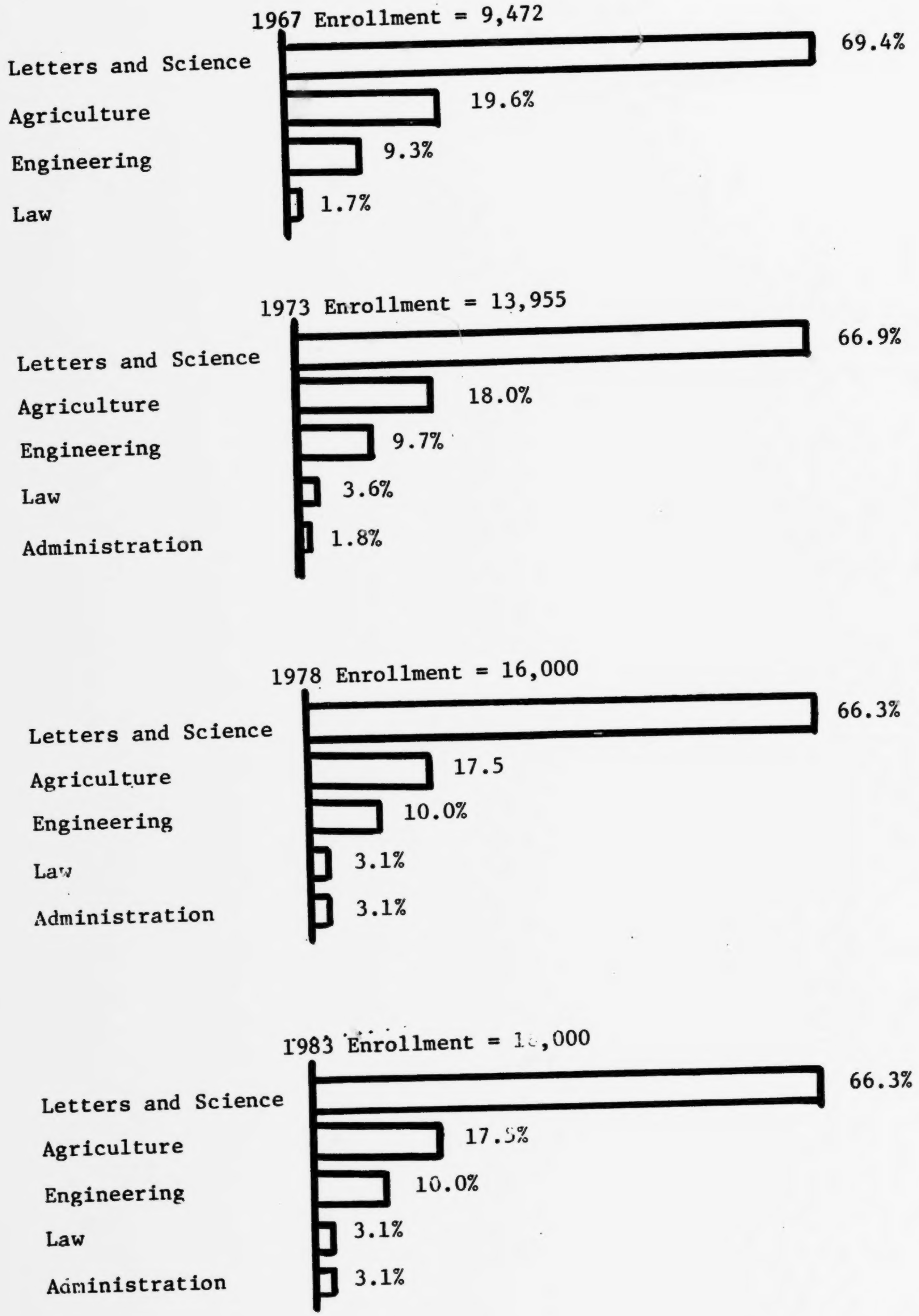
ACADEMIC PLAN - FTE STUDENT ENROLLMENT & FACULTY
SCHOOL OF DENTISTRY - 1974-1980

	F.T.E. STUDENT ENROLLMENT					F.T.E. ACADEMIC						RATIOS	
	U.D.	Grad Prof	G	Int. Res.	Total	Faculty I & II Total	Auxiliary I	Auxiliary II	Teach. Staff	Other Acad.	Total	Students To Faculty	Stud. To Teach. Staff
1974-Unwtd.													
Wtd.						-	0	0	0	1.0	1.0		
Grad. H.C.													
1975-Unwtd.													
Wtd.						6.0	0	0	6.0	1.0	7.0		
Grad. H.C.													
1976-Unwtd.													
Wtd.						10.0	0	0	10.0	1.0	11.0		
Grad. H.C.													
1977-Unwtd.	96				96							4.80	4.80
Wtd.	144				144	20.0	0	0	20.0	1.0	21.0	7.20	7.20
Grad. H.C.													
1978-Unwtd.	192		10		202							3.84	3.84
Wtd.	288		25		313	52.50	0	0	52.50	1.0	53.50	5.96	5.96
Grad. H.C.			10										
1979-Unwtd.	197	76	20		293							3.63	3.63
Wtd.	296	190	58		544	80.50	0	0	80.50	1.0	81.50	6.75	6.75
Grad. H.C.			96										
1980-Unwtd.	202	152	35	5	394							3.56	3.56
Wtd.	303	380	104	12	799	110.50	0	0	110.50	1.0	111.50	7.23	7.23
Grad. H.C.			192										

Limited clinical teaching in the first year of DDS ciriculum is expected to allow a higher student/faculty ratio in that year, declining as the proportion of first year total students declines. Assumes FTE = H.C.

GRAPH 12-A

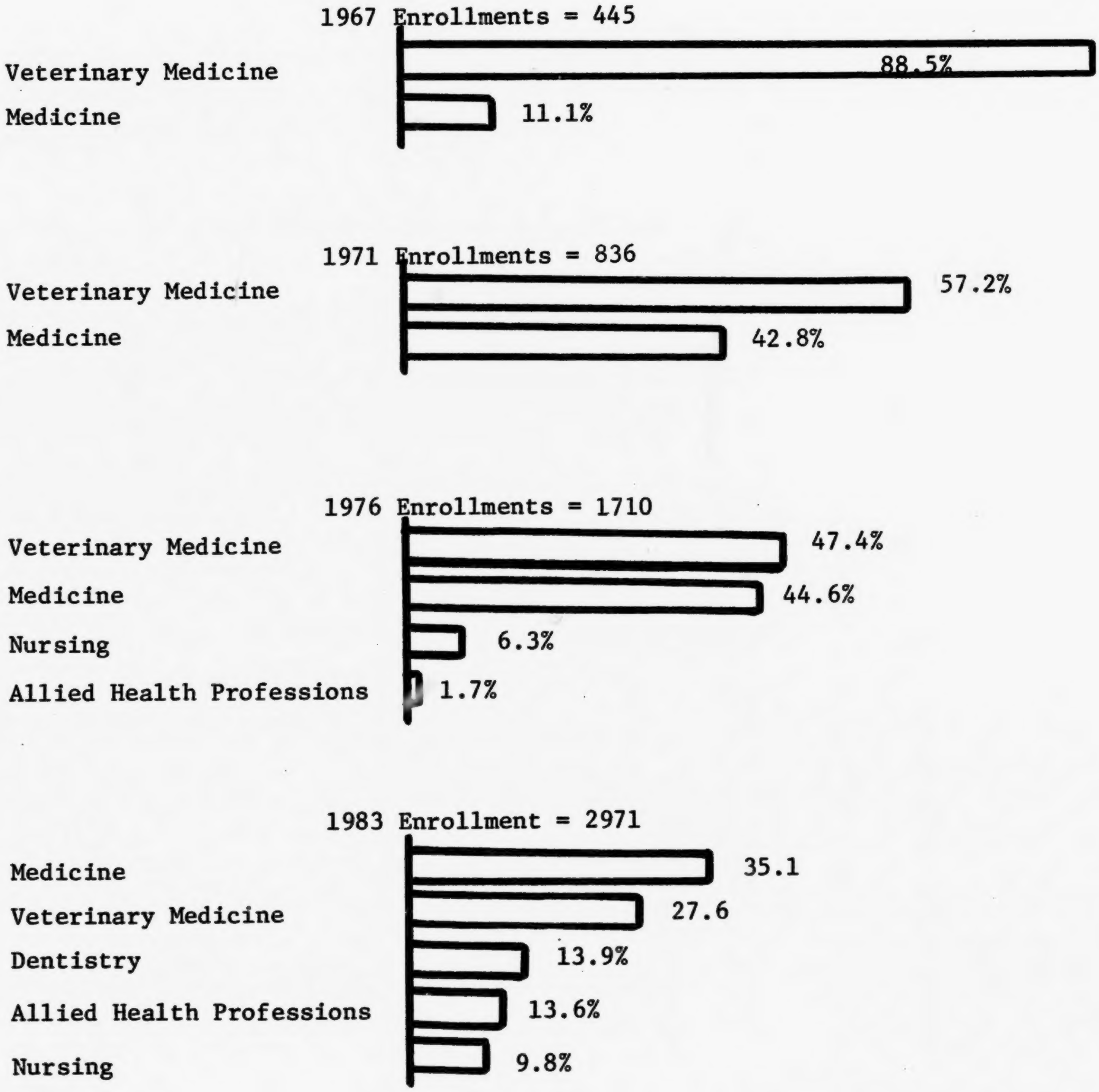
GENERAL CAMPUS ENROLLMENT
DAVIS CAMPUS



9-11-68

GRAPH 12-B

HEALTH SCIENCES ENROLLMENTS
DAVIS CAMPUS



9-11-68

Sheet 1 of 3

TABLE 13

DAVIS CAMPUS

Summary of FTE Student Capacities and Instructional Loads by Subject Field or Department and Year Through 1969-74 Capital Improvement Program

Subject Field (1)	Existing Fall 1967 (2)	% Of 1967 Inst Load (3)	1968 (4)	1969 (5)	1970 (6)	1971 (7)	1972 (8)	1973 (9)	1974 (10)	1975 (11)	% Of 1975 Inst Load (12)
Agricultural Sciences											
Cumulative Capacity (FTE Studt.)	539		544	586	640	700	743	764	836	843	
Instructional Load (FTE Studt.)	586	6.0	592	615	643	669	710	795	806	809	5.0
Capacity as % of Inst. Load	92		92	95	100	105	105	96	104	104	
Biological Sciences											
Cumulative Capacity (FTE Studt.)	1,152		1,384	1,384	1,843	1,843	1,898	1,901	1,993	1,993	
Instructional Load (FTE Studt.)	1,194	12.2	1,290	1,394	1,502	1,606	1,675	1,853	1,900	1,900	11.7
Capacity as % of Inst. Load	97		107	99	123	115	113	103	105	105	
Mathematics											
Cumulative Capacity (FTE Studt.)	530		530	974	974	974	974	1,014	1,014	1,014	
Instructional Load (FTE Studt.)	663	6.7	637	681	718	762	803	858	903	908	5.6
Capacity as % of Inst. Load	80		83	143	136	128	121	118	112	112	
Physical Sciences											
Cumulative Capacity (FTE Studt.)	1,076		1,076	1,076	1,834	1,834	1,834	1,834	1,834	1,834	
Instructional Load (FTE Studt.)	948	9.6	1,006	1,106	1,200	1,300	1,406	1,502	1,606	1,609	9.9
Capacity as % of Inst. Load	113		107	97	153	141	130	122	114	114	
Engineering (Excl Appl. Sci at Livermore)											
Cumulative Capacity (FTE Studt.)	613		613	613	613	613	613	841	1,033	1,033	
Instructional Load (FTE Studt.)	468	4.8	600	650	684	806	835	954	1,004	1,009	6.2
Capacity as % of Inst. Load	131		102	94	90	76	73	88	103	102	
Social Sciences (Excl Psychology, Anthropology, & Geography)											
Cumulative Capacity (FTE Studt.)	1,387		1,448	1,515	1,612	1,612	1,697	1,697	3,265	3,265	
Instructional Load (FTE Studt.)	1,848	18.8	1,915	2,118	2,250	2,417	2,624	2,748	2,795	2,805	17.3
Capacity as % of Inst. Load	75		76	72	72	67	65	62	117	116	

TABLE 13

DAVIS CAMPUS

Summary of FTE Student Capacities and Instructional Loads by Subject Field or Department and Year Through 1969-74 Capital Improvement Program

Subject Field (1)	Existing Fall 1967 (2)	% Of 1967 Inst Load (3)	1968 (4)	1969 (5)	1970 (6)	1971 (7)	1972 (8)	1973 (9)	1974 (10)	1975 (11)	% Of 1975 Inst Load (12)
Agricultural Economics											
Cumulative Capacity (FTE Studt.)	94		94	88	88	88	97	97	128	128	
Instructional Load (FTE Studt.)	117	1.2	143	150	166	176	188	201	206	210	1.3
Capacity as % of Inst. Load	80		66	59	53	50	52	48	62	61	
Psychology											
Cumulative Capacity (FTE Studt.)	509		509	509	509	509	660	660	747	747	
Instructional Load (FTE Studt.)	551	5.6	485	512	533	555	590	630	664	670	4.1
Capacity as % of Inst. Load	92		105	99	95	91	112	105	113	111	
Anthropology											
Cumulative Capacity (FTE Studt.)	182		182	182	251	251	347	347	347	347	
Instructional Load (FTE Studt.)	326	3.3	350	388	405	442	474	495	537	548	3.4
Capacity as % of Inst. Load	56		52	46	61	56	73	70	65	63	
Geography											
Cumulative Capacity (FTE Studt.)	73		73	66	66	69	69	69	228	228	
Instructional Load (FTE Studt.)	148	1.5	175	192	198	218	237	247	274	294	1.8
Capacity as % of Inst. Load	50		42	34	33	32	29	28	83	78	
Arts											
Cumulative Capacity (FTE Studt.)	651		651	611	611	611	611	608	608	682	
Instructional Load (FTE Studt.)	530	5.4	570	591	647	694	758	791	827	862	5.3
Capacity as % of Inst. Load	123		114	103	94	88	81	77	74	79	
Languages & Literature											
Cumulative Capacity (FTE Studt.)	1,834		1,834	1,607	1,607	1,607	2,310	2,310	2,310	2,310	
Instructional Load (FTE Studt.)	1,715	17.4	1,725	1,926	2,058	2,148	2,400	2,431	2,471	2,491	15.3
Capacity as % of Inst. Load	107		106	83	78	75	96	95	93	93	

9-10-68

Sheet 3 of 3

TABLE 13

DAVIS CAMPUS

Summary of FTE Student Capacities and Instructional Loads by Subject Field or Department and Year
Through 1969-74 Capital Improvement Program

Subject Field (1)	Existing Fall 1967 (2)	% Of 1967 Inst Load (3)	1968 (4)	1969 (5)	1970 (6)	1971 (7)	1972 (8)	1973 (9)	1974 (10)	1975 (11)	% Of 1975 Inst Load (12)
Professions											
Cumulative Capacity (FTE Studt.)	414		750	945	945	945	935	935	1,165	1,295	
Instructional Load (FTE Studt.)	575	5.8	751	900	1,066	1,120	1,238	1,380	1,380	1,383	8.5
Capacity as % of Inst. Load	72		100	105	89	84	76	68	84	94	
Professions (School of Administration)											
Cumulative Capacity (FTE Studt.)	0		0	0	202	202	202	202	202	202	
Instructional Load (FTE Studt.)	0		0	0	100	180	245	370	460	500	3.1
Capacity as % of Inst. Load	0		0	0	202	112	82	55	44	40	
Space Unfinished and General Academic Space											
Cumulative Capacity (FTE Studt.)	-16		68	261	393	393	525	552	629	650	
Total Above											
Cumulative Capacity (FTE Studt.)	9,038		9,756	10,418	12,189	12,249	13,513	13,789	16,529	16,572	
Instructional Load (FTE Studt.)	9,668	98.3	10,239	11,223	12,170	13,093	14,183	15,255	15,833	15,998	98.5
Capacity as % of Inst. Load	93		95	93	100	94	95	90	104	104	
Physical Education											
Instructional Load (FTE Studt.)	123	1.3	129	140	155	164	168	175	179	182	1.1
Military Science											
Instructional Load (FTE Studt.)	44	.4	47	52	50	55	58	60	62	63	.4
Total*											
Instructional Load (FTE Studt.)	9,834		10,415	11,415	12,375	13,312	14,409	15,490	16,074	16,243	100.0

*Excluding Medical Professions, Applied Science at Livermore, and Education Abroad Students.

9-10-68

Sheet 1 of 4

TABLE 14

SCHEDULED YEAR OF OCCUPANCY FOR BUILDINGS INCLUDED IN 1969-74 MAJOR CAPITAL IMPROVEMENT PROGRAM

Building Project	1968 (Fall)	1969 (Fall)	1970 (Fall)	1971 (Fall)	1972 (Fall)	1973 (Fall)	1974 (Fall)	1975 (Fall)	1976 (Fall)	Planned Occupant
Floriculture Greenhouses & Headhouses	x									Landscape Hort.
Biological Sciences Unit 3	x									Zoology
Renovation of Facilities at Sacramento General Hosp. (Step 1)	x									School of Medicine
Medical Surge Unit	x									School of Medicine
Memorial Union Dining Commons		x								A.S.U.C.D. & Faculty Club
Relocate Seed Lab. & Central Garage	x									Garage
Vet. Medicine Bovine Leukemia Lab		x								Sch. of Vet. Med.
School of Law Building	x									School of Law
Classroom and Office Unit 3		x								Social Sciences
Viticulture Relocation, Step 1			x							
Veterinary Medical Facil. Unit 1		x								School of Vet. Med.
Graduate Residence Unit 1			x							
Biological Sciences Unit 4 (Nov. 1970)			x							Biochem., Genetics, Entom., Veg. Crops
Physics Unit 1				x						Physics, Geology
Chemistry Addition				x						Chemistry, School of Admin.
Wickson Hall Addition				x						Water Sci. & Eng., Landscape Hort.

TABLE 14

SCHEDULED YEAR OF OCCUPANCY FOR BUILDINGS INCLUDED IN 1969-74 MAJOR CAPITAL IMPROVEMENT PROGRAM

Building Project	1968 (Fall)	1969 (Fall)	1970 (Fall)	1971 (Fall)	1972 (Fall)	1973 (Fall)	1974 (Fall)	1975 (Fall)	1976 (Fall)	Planned Occupant
Viticulture Relocation, Step 2				x						
Relocation of Central Campus Animal Husbandry Facilities				x						Animal Husbandry
Renovation of Facil. at Sacramento General Hosp. (Step 2)			x							School of Medicine
Residential Apartments, Step 3					x					
Cruess Hall Unit 2					x					Food Sci. & Tech.
Campus Service Facility, Step 1					x					Physical Plant
Social Sciences/Humanities Bldg.						x				Humanities
Young Hall Alterations					x					Psychol., Anthro.
Memorial Union-Additional Bookstore & Student Organizational Space						x				
Veterinary Medical Facil. Unit 2					x					School of Vet. Med.
Field House						x				
Relocation of Veg. Crops Field Hdqtrs. To Clear Site for Medical Sciences Unit 1				x						
Robbins Hall Alterations					x					
Engineering Unit 2						x				Engineering
Classroom and Office Unit 4							x			Mathematics, Computer Center
General Services Unit 2							x			Fire, Police

TABLE 14

SCHEDULED YEAR OF OCCUPANCY FOR BUILDINGS INCLUDED IN 1969-74 MAJOR CAPITAL IMPROVEMENT PROGRAM

Building Project	1968 (Fall)	1969 (Fall)	1970 (Fall)	1971 (Fall)	1972 (Fall)	1973 (Fall)	1974 (Fall)	1975 (Fall)	1976 (Fall)	Planned Occupant
Plant Growth Teaching & Research Facilities Unit 2							x			Agric. & Biol Sci.
Physical Education Facilities								x		Physical Education
Engineering Unit 1 Alterations								x		
Physics Unit 2									x	Crocker Lab, Physics
Library Addition Unit 3							x			Library
Concert Hall								x		
Medical Sci Unit 1 (Feb. 1974)							x			School of Medicine
Veterinary Medical Facilities Unit 3									x	School of Vet. Med.
Roadhouse Hall Alterations							x			Geography, Rhetoric
Walker Hall Alterations								x		Educ., Philosophy
Equipment Storage							x		x	Agronomy
Administration Unit 2								x	x	General Administration
Agricultural Toxicology Addition								x		Agric. Toxicology
Law Library Completion									x	Law Library
Medical Sciences Unit 2									x	School of Med. Hospital
Residential Apartments, Step 4									x	
Residence Hall No. 9									x	

TABLE 14

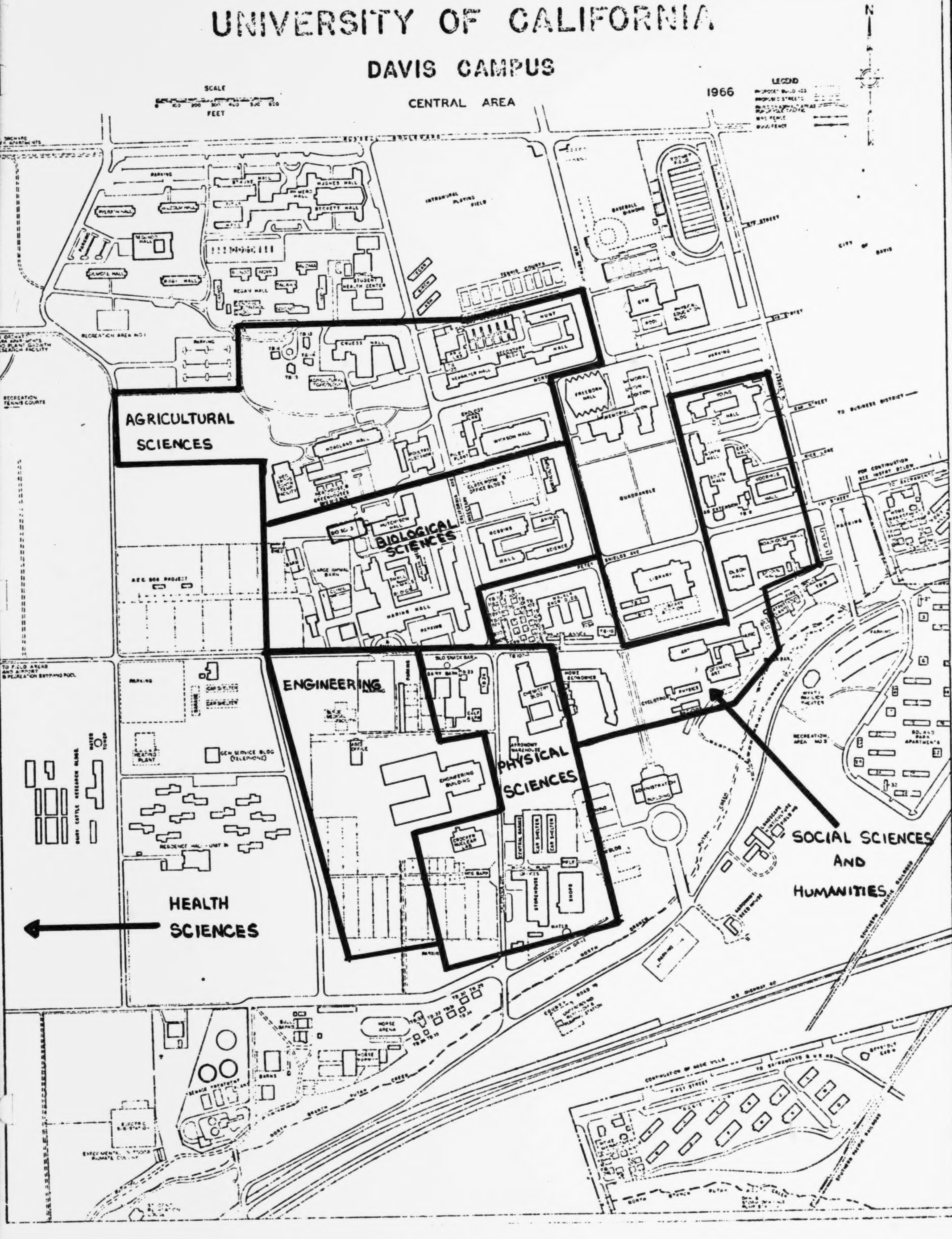
SCHEDULED YEAR OF OCCUPANCY FOR BUILDINGS INCLUDED IN 1969-74 MAJOR CAPITAL IMPROVEMENT PROGRAM

Building Project	1968 (Fall)	1969 (Fall)	1970 (Fall)	1971 (Fall)	1972 (Fall)	1973 (Fall)	1974 (Fall)	1975 (Fall)	1976 (Fall)	Planned Occupant
Cumulative Capacity* of Building Projects	9070	9648	11,212	11,274	12,427	12,701	15,332	15,372		
FTE Student Instructional Load (Excl. PE, MS, Appl. Sci-Livermore, Educ. Abroad, & Health Sciences)	10,239	11,223	12,170	13,093	14,183	15,255	15,833	15,998		
Capacity as % of Instructional Load	89	86	92	86	88	83	97	96		

*Based on a Moving Weighted Average Standard

9-19-68

MAP 15


UNIVERSITY OF CALIFORNIA
DAVIS CAMPUS
CENTRAL AREA
1966
SCALE
FEET
LEGEND
N
AGRICULTURAL SCIENCES
BIOLOGICAL SCIENCES
ENGINEERING
PHYSICAL SCIENCES
SOCIAL SCIENCES AND HUMANITIES
HEALTH SCIENCES
INTRAMURAL PLAYING FIELD
TENNIS COURTS
BASEBALL DIAMOND
QUADRANGLE
LIBRARY
MEMORIAL UNION
CHEMISTRY BLDG
ENGINEERING BUILDING
ADMINISTRATION BUILDING
HARING HALL
ROBBINS HALL
HUTCHISON HALL
CRUESS HALL
STUDENT HEALTH CENTER
REGAN HALL
CITY OF DAVIS
RECREATION AREA NO 1
RECREATION AREA NO 2
A.E.C. DOG PROJECT
RESIDENCE HALL - UNIT B
HORSE ARENA
PUTAH CREEK
SOUTHERN PACIFIC RAILROAD
U.S. HIGHWAY 40
TO BUSINESS DISTRICT

NOTE: Tables 16, 17, and 18

The revision of tables 16, 17, and 18 is a major project which is expected to be accomplished in July and August each year. At that time the experience of the most recent school year will be available to the analyst for incorporation in the projection of departmental trends. He will also consider guidelines from the Universitywide Office, as well as changes in the campus growth plan and applicable changes in departmental and college teaching policies and goals. Distribution of these tables will be made in October for internal use only, after they have been reviewed and discussed with the College Deans.

TABLE 19-A

DAVIS CAMPUS

STUDENT ENROLLMENTS FOR THE ACADEMIC YEAR 1961*

	FALL				SPRING				AVERAGE			
COLLEGE OR SCHOOL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
GENERAL CAMPUS												
College of Agriculture	452	370	458	1280	444	330	448	1222	448	350	453	1251
College of Engineering	114	39	21	174	110	38	24	172	112	39	23	174
College of Letters & Science	1046	489	217	1752	1037	465	239	1741	1041	477	228	1746
School of Business Administration	-	-	-	-	-	-	-	-	-	-	-	-
School of Law	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal General Campus	1612	898	696	3206	1591	833	711	3135	1601	866	704	3171
School of Veterinary Medicine												
Professional - Dr. of Veterinary Medicine	-	81	117	198	-	81	114	195	-	81	116	197
Graduate Division	-	-	34	34	-	-	33	33	-	-	33	33
Subtotal Vet. Medicine	-	81	151	232	-	81	147	228	-	81	149	230
Special & Limited Students	13	49	-	62	11	44	-	55	12	47	-	59
Total Campus Enrollment	1625	1028	847	3500	1602	958	858	3418	1613	994	853	3460

*Source - Registrar, UCD, Summary of Students

TABLE 19-B

DAVIS CAMPUS

STUDENT ENROLLMENTS FOR THE ACADEMIC YEAR 1962*

	FALL				SPRING				AVERAGE			
COLLEGE OR SCHOOL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
GENERAL CAMPUS												
College of Agriculture	446	407	482	1335	409	379	507	1295	428	393	495	1316
College of Engineering	140	86	36	262	133	93	42	268	137	90	39	266
College of Letters & Science	1256	686	273	2215	1179	705	276	2160	1218	696	275	2189
School of Business Administration	-	-	-	-	-	-	-	-	-	-	-	-
School of Law	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal General Campus	1842	1179	791	3812	1721	1177	825	3723	1783	1179	809	3771
School of Veterinary Medicine												
Professional - Dr. of Veterinary Medicine	-	87	106	193	-	83	110	193	-	85	108	193
Graduate Division	-	-	36	36	-	-	34	34	-	-	35	35
Subtotal Vet. Medicine	-	87	142	229	-	83	144	227	-	85	143	228
Special & Limited Students	30	45	-	75	15	35	-	50	22	40	-	62
Total Campus Enrollment	1872	1311	933	4116	1736	1295	969	4000	1805	1304	952	4061

*Source - Registrar, UCD, Summary of Students

TABLE 19-C
DAVIS CAMPUS

STUDENT ENROLLMENTS FOR THE ACADEMIC YEAR 1963*

COLLEGE OR SCHOOL	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
GENERAL CAMPUS												
College of Agriculture	507	376	520	1403	388	404	526	1318	448	390	523	1361
College of Engineering	202	124	139*	465	183	139	135*	457	193	132	137	462
College of Letters & Science	1621	801	379	2801	1347	958	394	2699	1484	880	387	2751
School of Business Administration	-	-	-	-	-	-	-	-	-	-	-	-
School of Law	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal General Campus	2330	1301	1038	4669	1918	1501	1055	4474	2125	1402	1047	4574
School of Veterinary Medicine												
Professional - Dr. of Veterinary Medicine	-	82	119	201	-	79	114	193	-	81	117	198
Graduate Division	-	-	35	35	-	-	33	33	-	-	34	34
Subtotal Vet. Medicine	-	82	154	236	-	79	147	226	-	81	151	232
Special & Limited Students	10	41	-	51	7	43	-	50	8	42	-	50
Total Campus Enrollment	2340	1424	1192	4956	1925	1623	1202	4750	2133	1525	1198	4856

*Source - Registrar, UCD, Summary of Students

TABLE 19-D

DAVIS CAMPUS

STUDENT ENROLLMENTS FOR THE ACADEMIC YEAR 1964*

COLLEGE OR SCHOOL	FALL				SPRING*				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
GENERAL CAMPUS												
College of Agriculture	538	455	552	1545	460	478	588	1526	499	466	570	1535
College of Engineering	276	179	174	629	240	177	147	564	258	178	161	597
College of Letters & Science	2179	1238	559	3976	2008	1272	562	3842	2094	1255	561	3909
School of Business Administration	-	-	-	-	-	-	-	-	-	-	-	-
School of Law	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal General Campus	2993	1872	1285	6150	2708	1927	1297	5932	2851	1900	1292	6041
School of Veterinary Medicine												
Professional - Dr. of Veterinary Medicine	-	77	122	199	-	75	125	200	-	76	124	200
Graduate Division	-	-	46	46	-	-	38	38	-	-	42	42
Subtotal Vet. Medicine	-	77	168	245	-	75	163	238	-	76	166	242
Special & Limited Students	5	40	-	45	3	42	-	45	4	41	-	45
Total Campus Enrollment	2998	1989	1453**	6440	2708	2044	1460	6215	2855	2016	1458	6328

*Source - Registrar, UCD, Summary of Students

**Source - Graduate Student Headcount 3/24/65 F.C.P

TABLE 19-E
DAVIS CAMPUS
STUDENT ENROLLMENTS FOR THE ACADEMIC YEAR 1965*

COLLEGE OR SCHOOL	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
GENERAL CAMPUS												
College of Agriculture	575	498	614	1687	482	505	628	1615	528	502	621	1651
College of Engineering	304	234	200	738	263	212	188	663	284	223	194	701
College of Letters & Science	2842	1626	725	5193	2594	1667	725	4986	2718	1646	725	5089
School of Administration	-	-	-	-	-	-	-	-	-	-	-	-
School of Law	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal General Campus	3721	2358	1539	7618	3339	2384	1541	7264	3530	2371	1540	7441
School of Veterinary Medicine	-	97	-	97	-	91	-	91	-	94	-	94
Professional - Dr. of Veterinary Medicine	-	-	142	142	-	-	143	143	-	-	143	143
Graduate Division	-	-	50	50	-	-	50	50	-	-	50	50
Subtotal Vet. Medicine	-	97	192	289	-	91	193	284	-	94	193	287
Total Campus Enrollment	3721	2455	1731	7907	3339	2475	1734	7548	3530	2465	1733	7728

* Including Special and Limited Students

Sheet 1 of 2

TABLE 19-F

DAVIS CAMPUS

STUDENT ENROLLMENTS FOR THE ACADEMIC YEAR 1966*

	FALL				WINTER				SPRING				AVERAGE			
COLLEGE OR SCHOOL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
GENERAL CAMPUS																
College of Agric.	634	584	674	1892	542	537	672	1751	493	540	693	1726	556	554	680	1790
College of Engr.	384	296	197	877	316	279	191	786	258	287	194	739	319	287	194	801
College of L & S	2984	2091	904	5979	2765	2201	886	5852	2601	2252	897	5750	2783	2181	896	5860
School of Admin.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School of Law	-	-	78	78	-	-	75	75	-	-	72	72	-	-	75	75
Subtotal General Campus	4002	2971	1853	8826	3623	3017	1824	8464	3352	3079	1856	8287	3659	3022	1845	8526
School of Vet. Med.																
Professional - D.V.M.	1	89	165	255	-	87	166	253	-	88	165	253	-	88	165	253
Graduate Div.	-	-	83	83	-	-	88	88	-	-	90	90	-	-	87	87
Interns & Residents	-	-	11	11	-	-	11	11	-	-	10	10	-	-	11	11
Subtotal Vet. Med.	1	89	259	349	-	87	265	352	-	88	265	353	-	88	263	351
School of Medicine																
Interns & Residents	-	-	43	43[a/]	-	-	43	43[a/]	-	-	43	43[a/]	-	-	43	43[a/]

TABLE 19-F

DAVIS CAMPUS

STUDENT ENROLLMENTS FOR THE ACADEMIC YEAR 1966*

	FALL				WINTER				SPRING				AVERAGE			
COLLEGE OR SCHOOL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Total Campus Enrollment	4003	3060	2155	9218	3623	3104	2132	8859	3352	3167	2164	8683	3659	3110	2151	8920

a/ Interns and Residents at Sacramento County Hospital

* Includes Specials & Limiteds.

Small errors in addition are due to rounding.

TABLE 19-G

DAVIS CAMPUS

STUDENT ENROLLMENT FOR THE ACADEMIC YEAR 1967-68

	FALL					WINTER					SPRING					AVERAGE				
	LD	UD	GRAD1	GRAD2	TOTAL	LD	UD	GRAD1	GRAD2	TOTAL	LD	UD	GRAD1	GRAD2	TOTAL	LD	UD	GRAD1	GRAD2	TOTAL
GENERAL CAMPUS																				
Agriculture	653	560	412	320	1945	595	569	379	306	1848	546	560	361	325	1792	598	563	383	317	1861
Engineering	384	339	111	104	938	329	316	106	109	860	310	319	103	107	839	341	325	107	107	880
Letters and Science	3038	2600	711	323	6672	2821	2675	676	354	6526	2699	2754	689	374	6516	2853	2676	693	350	6572
Law	-	-	154	-	154	-	-	158	-	158	-	-	158	-	158	-	-	157	-	157
SUB TOTAL	4075	3499	1388	747	9709	3745	3560	1318	769	9392	3555	3633	1311	806	9305	3792	3564	1340	774	9470
VETERINARY MEDICINE																				
Limited	-	6[a]	-	-	6[a]	-	6[a]	-	-	6[a]	-	9[a]	-	-	9[a]	-	7[a]	-	-	7[a]
Professional DVM	-	99	180	-	279	-	97	184	-	281	-	97	172	-	269	-	98	179	-	277
Graduate Division	-	-	43	65	108	-	-	35	67	102	-	-	40	67	107	-	-	39	66	105
Interns & Residents	-	-	9	-	9	-	-	8	-	8	-	-	8	-	8	-	-	8	-	8
SUB TOTAL	-	105	232	65	402	-	103	227	67	397	-	106	220	67	393	-	105	226	66	397
MEDICINE																				
Graduate Division	-	-	2	1	3	-	-	2	1	3	-	-	4	3	7	-	-	3	1	4
Interns & Residents	-	-	47	-	47	-	-	47	-	47	-	-	47	-	47	-	-	47	-	47
SUB TOTAL	-	-	49	1	50	-	-	49	1	50	-	-	51	3	54	-	-	50	1	51
TOTAL CAMPUS	4075	3604	1669	813	10,161	3745	3663	1594	837	9839	3555	3739	1582	876	9752	3792	3669	1616	841	9918

[a] Counted in Vet Med in Official Registrar's Reports to Analytical Studies, but assigned to L & S for internal workload considerations.

10-30-68

TABLE 20-A

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1961*

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agricultural Science												
Agr. Chemistry	-	-	26	26	-	-	64	64	-	-	45	45
Agr. Practice	37	-	-	37	62	-	-	62	49	-	-	49
Agronomy	135	102	192	429	-	166	152	318	68	127	172	367
Range Mgmt.	84	33	-	117	-	49	3	52	42	41	2	85
Animal Husbandry	547	354	109	1010	-	528	124	652	274	441	117	832
Animal Physiol.	-	64	54	118	-	-	13	13	-	32	34	66
Biochemistry & Biophysics	-	582	119	701	-	141	169	310	-	362	144	506
Entomology	-	220	60	280	90	223	78	391	45	222	69	336
Food Science & Technology	104	93	104	301	-	298	216	514	52	196	160	408
Genetics	-	475	67	542	-	389	64	453	-	432	66	498
Landscape Hort.	39	52	23	114	36	79	23	138	38	66	23	127
Nematology	-	-	-	-	-	-	56	56	-	-	28	28

* Source - MSC Report, IS720, Fall 1961 and Spring 1962

TABLE 20-A

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Nutrition	-	-	19	19	-	-	21	21	-	-	20	20
Plant Pathology	-	167	65	232	-	169	130	299	-	168	98	266
Pomology	126	108	30	264	108	99	54	261	117	104	42	263
Poultry Husb.	33	94	94	221	-	75	124	199	17	85	109	211
Soils & Pl. Nutr.	210	105	74	389	-	222	60	282	105	164	67	336
Vegetable Crops	-	116	48	164	95	48	75	218	48	82	62	192
Viticulture	24	62	16	102	118	110	25	253	71	86	21	178
Water Science & Engineering	-	512	57	569	90	69	64	223	45	291	61	397
Subtotal Agr.	1339	3139	1157	5635	599	2665	1515	4779	971	2899	1340	5210
Agr. Economics	192	354	62	608	19	531	54	604	106	443	58	607
Int'l. Agr.	-	-	-	-	-	-	-	-	-	-	-	-
Total Agriculture	1531	3493	1219	6243	618	3196	1569	5383	1077	3342	1398	5817
Biological Sciences												
Bacteriology	-	129	60	189	748	48	48	844	374	89	54	517
Physiology	869	-	-	869	-	-	-	-	435	-	-	435

TABLE 20-A

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Zoology	984	688	71	1743	1265	469	65	1799	1125	579	68	1772
Botany	650	434	112	1196	568	750	116	1434	609	592	114	1315
Subtotal Bio. Sci.	2503	1251	243	3997	2581	1267	229	4077	2543	1260	236	4039
Physical Sciences												
Chemistry	3244	332	179	3755	2878	514	169	3561	3061	423	174	3658
Geology	268	32	-	300	56	30	-	86	162	31	-	193
Physics	1080	117	61	1258	1385	96	41	1522	1233	107	51	1391
Subtotal Physical Sci.	4592	481	240	5313	4319	640	210	5169	4456	561	225	5242
Mathematics	2778	393	87	3258	2124	622	87	2833	2451	508	87	3046
Social Sciences												
Economics	792	182	3	977	748	273	-	1021	770	228	2	1000
History	1929	846	8	2783	1662	1270	10	2942	1796	1058	9	2863
Political Sci.	1122	561	6	1689	1236	566	10	1812	1179	564	8	1751
Sociology	609	258	-	867	768	289	-	1057	689	274	-	963

TABLE 20-A

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Anthropology	798	220	-	1018	729	150	-	879	764	185	-	949
Psychology	537	204	-	741	1185	267	-	1452	861	236	-	1097
Geography	372	120	-	492	306	93	(1)*	400	339	107	1	447
Subtotal Social Sciences	6159	2391	17	8567	6634	2908	20(1)*	9563	6398	2652	20	9070
Professions												
Agr. Education	-	183	16(234)	433	-	157	16(164)	337	-	170	215	385
Education	-	533	(336)	869	-	593	(463)	1056	-	563	400	963
Design	234	10	-	244	188	396	-	584	211	203	-	414
Home Economics	297	799	30	1126	357	469	19	845	327	634	25	986
Law	-	-	-	-	-	-	-	-	-	-	-	-
Total Professions	531	1525	46(570)	2672	545	1615	35(627)	2822	538	1570	640	2748
Engineering Science												
Agr. Engineering	54	30	(18)	102	-	88	(59)	145	27	59	38	124
Apl. Sci.-Davis	-	-	-	-	-	-	-	-	-	-	-	-

*SCH in brackets are derived from 300 courses

TABLE 20-A

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Apl. Sci.-Livermore	-	-	-	-	-	-	-	-	-	-	-	-
Engineering	491	329	80	900	416	370	103	889	454	350	92	896
Total Engineering	545	359	80(18)	1002	416	458	103(59)	1036	481	409	130	1020
Humanities												
Art	985	288	39(36)	1348	731	426	40	1197	858	357	58	1273
Dramatic Art	63	126	-	189	123	131	32	286	93	129	16	238
Music	351	61	-	412	395	86	-	481	373	74	-	447
Subtotal Arts	1399	475	39(36)	1949	1249	643	72	1964	1324	560	74	1958
Classics	6	0	0	6	36	-	-	36	21	-	-	21
French	1280	153	-	1433	1004	218	-	1222	1142	186	-	1328
German	1022	117	-	1139	834	54	-	888	928	86	-	1014
Greek	-	-	-	-	-	-	-	-	-	-	-	-
Italian	-	-	-	-	-	-	-	-	-	-	-	-
Latin	100	-	-	100	72	-	-	72	86	-	-	86
Oriental Lang.	-	-	-	-	-	-	-	-	-	-	-	-

TABLE 20-A

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Russian	128	-	-	128	28	-	-	28	78	-	-	78
Spanish	1176	111	-	1287	980	135	(6)	1121	1078	123	(3)	1201
Subtotal Foreign Lang.	3712	381	-	4093	2954	407	(6)	3367	3333	395	(3)	3731
English	2388	632	51(16)	3087	2667	669	30	3366	2528	651	49	3228
Speech	425	15	-	440	420	27	-	467	423	21	-	444
Subject A	804	-	-	804	132	-	-	132	468	-	-	468
Philosophy	465	78	-	543	282	51	-	333	374	65	-	439
Total Humanities	9193	1581	90(52)	10916	7705	1822	102	9629	8450	1692	126	10268
Military Science	821	146	-	967	811	246	-	1057	816	196	-	1012
Physical Education	677	169	(28)	874	758	222	(22)	1002	718	196	25	939
Veterinary Medicine												
Anatomy	-	540	7	547	-	-	197	197	-	270	102	372
Avian Medicine	-	-	190	190	-	9	39	48	-	5	115	120
Clinical Sciences	-	106	1548	1654	-	-	1414	1414	-	53	1481	1534
Pathology	-	270	285	555	-	250	27	277	-	260	156	416

TABLE 20-A

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1961

	FALL				SPRING				AVERAGE			
SUBJECT FIELD OR DEPARTMENT	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Clinical Path.	-	8	235	243	-	-	229	229	-	8	232	240
Physiological Sci.	-	192	23	215	-	1078	12	1090	-	635	13	648
Public Health	-	-	11	11	-	3	255	258	-	2	133	135
Vet. Microbiology	-	54	5	59	-	417	95	512	-	236	50	286
Total Veterinary Medicine	-	1170	2304	3474	-	1757	2268	4025	-	1469	2282	3751
Total All Units (Excl. Vet. Med.)	29330	11789	2022(668)	43809	26511	12996	2355(709)	42571	27928	12386	2887	43201
Total All Units	29330	12959	4326(668)	47283	26511	14753	4623(709)	46596	27928	13855	5169	46952

TABLE 20-B

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1962*

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
AGRICULTURAL SCIENCE												
Agr. Chemistry	-	-	43	43	-	-	67	67	-	-	55	55
Agr. Practice	36	-	-	36	65	-	-	65	50	-	-	50
Agronomy	159	94	157	410	-	122	142	264	79	108	150	337
Range Mgmt.	48	25	2	75	-	34	14	48	24	30	8	62
Animal Husbandry	616	453	162	1231	50	529	170	749	333	491	166	990
Animal Physiol.	-	42	16	58	-	21	16	37	-	32	16	48
Biochemistry & Biophysics	-	711	166	877	-	123	182	305	-	417	174	591
Entomology	39	304	103	446	156	219	124	499	98	262	114	474
Food Science & Technology	68	204	147	419	-	259	170	429	34	232	159	425
Genetics	-	504	115	619	-	454	51	505	-	479	83	562
Landscape Hort.	66	90	16	172	1	56	22	79	34	73	19	126
Nematology	-	36	50	86	-	-	50	50	-	18	50	68
Nutrition	-	-	20	20	-	-	31	31	-	-	26	26

* Source - MSC Report, IS720, Fall 1962 and Spring 1963

TABLE 20-B

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Plant Pathology	-	140	95	235	-	110	173	283	-	125	134	259
Pomology	96	107	64	267	132	59	60	251	114	83	62	259
Poultry Husb.	28	29	112	169	10	88	81	179	19	59	97	175
Soils & Pl. Nutr.	201	125	53	379	-	257	102	359	101	191	78	370
Vegetable Crops	-	120	69	189	104	36	80	220	52	78	75	205
Viticulture	28	62	15	105	110	85	22	217	69	74	19	162
Water Science & Engineering	-	401	26	427	42	52	31	125	21	227	29	277
Agr. Economics	183	453	36	672	26	682	32	740	105	568	34	707
Int'l. Agric.	-	-	-	-	-	-	-	-	-	-	-	-
Total Agriculture	1568	3900	1467	6935	696	3186	1620	5502	1133	3547	1548	6228
BIOLOGICAL SCIENCES												
Bacteriology	-	203	49	252	688	27	171	886	344	115	110	569
Physiology	862	-	-	862	-	-	-	-	431	-	-	431
Zoology	1032	954	65	2051	1181	784	85	2050	1107	869	75	2051
Botany	695	513	179	1387	638	937	152	1727	667	725	166	1558
Subtotal Bio.Sci.	2589	1670	293	4552	2507	1748	408	4663	2549	1709	351	4609

TABLE 20-B

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
PHYSICAL SCIENCES												
Chemistry	3533	507	271	4311	3093	641	221	3955	3313	574	246	4133
Geology	424	61	14	499	84	68	10	162	254	65	12	331
Physics	1587	94	66	1747	1756	194	49	1999	1672	144	58	1874
Subtotal Phys. Sci.	5544	662	351	6557	4933	903	280	6116	5239	783	316	6338
Mathematics	2957	696	174(18)*	3845	2780	846	182	3808	2869	771	187	3827
SOCIAL SCIENCES												
Economics	1018	303	9	1330	933	361	9	1303	976	332	9	1317
History	2229	1272	11	3512	1983	1692	12	3687	2106	1482	12	3600
Political Sci.	1296	749	19	2064	1305	728	35	2068	1301	739	27	2067
Sociology	690	414	-	1104	849	385	-	1234	770	400	-	1170
Anthropology	858	116	4	978	663	266	17	946	761	171	11	943
Psychology	912	362	-	1274	1230	408	-	1638	1071	385	-	1456
Geography	570	132	-	702	399	225	(2)*	626	485	179	(1)*	665
Subtotal Soc. Sci.	7573	3348	43	10,964	7362	4065	73(2)	11,502	7470	3688	60	11,218

*SCH in brackets are derived from 300 courses

TABLE 20-B

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
PROFESSIONS												
Ag. Education	-	108	18(227)	353	-	143	22(121)	286	-	126	194	320
Education	-	607	(352)	959	-	619	(441)	1060	-	613	(397)	1010
Design	204	14	-	218	150	224	-	374	177	119	-	296
Home Economics	246	759	16(2)	1023	312	814	12	1138	279	787	15	1081
Law	-	-	-	-	-	-	-	-	-	-	-	-
Total Professions	450	1488	34(581)	2553	462	1800	34(562)	2858	456	1645	606	2707
ENGINEERING												
Ag. Engineering	46	73	4(14)	137	-	-	45(84)	129	23	37	74	134
Apl. Sci.-Davis	-	-	-	-	-	-	-	-	-	-	-	-
Apl. Sci.-Livermore	-	-	-	-	-	-	-	-	-	-	-	-
Engineering	675	942	90	1707	460	997	177	1634	568	970	134	1672
Total Engineering	721	1015	94(14)	1844	460	997	222(84)	1763	591	1007	208	1806
HUMANITIES												
Art	909	378	44(16)	1347	893	544	51	1488	901	461	56	1418
Dramatic Art	132	133	44	309	405	144	58	607	269	139	51	459

TABLE 20-B

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Music	368	70	9[a]	447	451	98	4[c]	553	410	84	7	501
Subtotal Arts	1409	581	97[a](16)	2103	1749	786	113[c]	2648	1580	684	114	2378
Classics	36	-	-	36	90	-	-	90	63	-	-	63
French	1596	226	17	1839	1304	353	17	1674	1450	290	17	1757
German	1300	162	3	1465	927	117	3	1047	1114	140	3	1257
Greek	32	-	-	32	16	-	-	16	24	-	-	24
Italian	128	-	-	128	116	-	-	116	122	-	-	122
Latin	116	-	-	116	56	-	-	56	86	-	-	86
Oriental Lang.	-	-	-	-	-	-	-	-	-	-	-	-
Russian	102	-	-	102	91	-	-	91	97	-	-	97
Spanish	1315	195	-	1510	1046	194	6(26)[b]	1272	1181	195	16	1392
Subtotal Foreign Languages	4625	583	20	5228	3646	664	26(26)[b]	4362	4137	625	36	4798

a - 3 SCH in a 300 course and 6 SCH in a 400 course

b - Includes 26 SCH in Foreign Languages 300 course

c - Includes 1 SCH in a 300 course and 3 SCH in a 400 course

TABLE 20-B

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
English	2730	594	175(24)	3523	2964	770	168	3902	2847	682	184	3713
Speech	470	36	-	506	517	39	-	556	494	38	-	532
Subject A	1014	-	-	1014	120	-	-	120	567	-	-	567
Philosophy	552	171	-	723	360	84	-	444	456	128	-	584
Total Humanities	10,800	1965	308(24)	13,097	9356	2343	307(26)	12,032	10,081	2157	334	12,572
Military Science	272	210	-	482	239	306	-	545	256	258	-	514
Physical Educ.	725	176	(36)	937	873	241	(32)	1146	799	209	34	1042
VETERINARY MEDICINE												
Anatomy	-	520	6	526	-	-	186	186	-	260	96	356
Avian Medicine	-	-	184	184	-	18	55	73	-	9	120	129
Clinical Sciences	-	107	1463	1570	-	-	1095	1095	-	54	1279	1333
Pathology	-	275	51	326	-	260	95	355	-	268	73	341
Clinical Path.	-	-	274	274	-	-	227	227	-	-	251	251
Physiological Sci.	-	208	21	229	-	1068	80	1148	-	638	51	689
Public Health	-	3	9	12	-	5	242	247	-	4	126	130

TABLE 20-B

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Vet. Microbiology	-	516	21	537	-	571	17	588	-	544	19	563
Total Veterinary Medicine	-	1629	2029	3658	-	1922	1997	3919	-	1777	2015	3792
Total (Excl. Vet. Med.)	33199	15130	2764(673)	51766	29668	16435	3126(706)	49935	31443	15774	3644	50861
Total All Units	33199	16759	4793(673)	55424	29668	18357	5123(706)	53854	31443	17551	5659	54653

TABLE 20-C

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL*				SPRING**				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
AGRICULTURAL SCIENCE												
Agr. Chemistry	-	-	51	51	-	-	61	61	-	-	56	56
Agr. Practice	34	-	-	34	58	-	-	58	46	-	-	46
Agronomy	132	82	185	399	-	162	213	375	66	122	199	387
Range Mgmt.	48	19	11	78	-	42	10	52	24	31	11	66
Animal Husbandry	572	574	105	1251	46	750	133	929	309	662	119	1090
Animal Physiol.	-	60	74	134	-	28	38	66	-	44	56	100
Biochemistry & Biophysics	-	633	229	862	-	426	235	661	-	530	232	762
Entomology	27	221	116	364	88	323	146	557	58	272	131	461
Food Science & Technology	58	210	117	385	-	250	181	431	29	230	149	408
Genetics	-	511	77	588	108	591	67	766	54	551	72	677
Landscape Hort.	57	86	23	166	-	31	11	42	29	59	17	105
Park Admin.	-	-	-	-	-	48	-	48	-	24	-	24

* Source - MSC Report, IS720, Fall 1963

** Source - Class Reports, Spring 1964, Registrar UCD

TABLE 20-C

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Nematology	-	36	69	105	-	-	69	69	-	18	69	87
Nutrition	-	-	51	51	-	-	88	88	-	-	70	70
Plant Pathology	-	103	254	357	-	79	265	344	-	91	260	351
Pomology	56	105	62	223	62	78	78	218	59	92	70	221
Poultry Husb.	55	63	92	210	32	54	72	158	44	59	82	185
Soils & Pl. Nutr.	183	126	93	402	-	218	64	282	92	172	79	343
Vegetable Crops	-	96	89	185	76	33	96	205	38	65	93	196
Viticulture	72	64	16	152	196	118	39	353	134	91	23	248
Water Science & Engineering	-	372	57	429	93	62	84	239	47	217	71	335
Agr. Economics	162	592	135	889	-	743	152	895	81	668	144	893
Int'l. Agric.	-	-	-	-	-	40	62	102	-	20	31	51
Total Agriculture	1456	3953	1906	7315	759	4076	2164	6999	1110	4018	2034	7162
BIOLOGICAL SCIENCES												
Bacteriology	484	146	54	684	464	141	156	761	474	144	55	673
Physiology	1048	-	-	1048	-	-	-	-	524	-	-	524

TABLE 20-C
DAVIS CAMPUS
STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Zoology	1308	1032	105	2445	1562	709	134	2405	1435	871	120	2426
Botany	705	547	126	1378	599	887	139	1625	652	717	133	1502
Subtotal Bio. Sci.	3545	1725	285	5555	2625	1737	429	4791	3085	1732	308	5125
PHYSICAL SCIENCES												
Chemistry	4070	617	275	4962	3450	623	229	4302	3760	620	252	4632
Geology	460	49	17	526	72	236	35	343	266	143	26	435
Physics	1666	240	77	1983	1874	129	89	2092	1770	185	83	2038
Subtotal Phys.Sci.	6196	906	369	7471	5396	988	353	6737	5796	948	361	7105
Mathematics	3340	940	230	4510	2651	1001	188	3840	2996	971	209	4176
SOCIAL SCIENCES												
Economics	1075	562	60	1697	1192	421	36	1649	1134	492	48	1674
History	2862	1783	60	4705	2301	2125	70	4496	2582	1954	65	4601
Political Sci.	1320	923	39	2282	1530	1108	72	2710	1425	1016	56	2497
Sociology	864	584	-	1448	786	496	-	1282	825	540	-	1365
Anthropology	951	293	42	1286	849	536	30	1415	900	415	36	1351
Psychology	1329	576	-	1905	1704	664	15	2383	1517	620	8	2145

TABLE 20-C

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Geography	669	267	-	936	375	303	-	678	522	285	-	807
Subtotal Soc. Sci.	9070	4988	201	14,259	8737	5653	223	14,613	8905	5322	213	14,440
PROFESSIONS												
Ag. Education	-	128	211	339	-	149	9(149)	303	-	137	185	322
Education	-	720	497	1217	-	781	(500)	1281	-	751	499	1250
Design	208	86	-	294	202	457	-	659	205	272	-	477
Home Economics	70	880	11	961	208	778	27	1013	139	829	19	987
Law	-	-	-	-	-	-	-	-	-	-	-	-
Total Professions	278	1814	719	2811	410	2161	36(649)	3256	344	1989	703	3036
ENGINEERING												
Ag. Engineering	54	51	8	113	-	54	17(45)	116	27	53	35	115
Apl. Sci.-Davis	-	-	-	-	-	-	-	-	-	-	-	-
Apl. Sci.-Livermore	-	268	126	394	-	135	157	292	-	202	142	344
Engineering	788	1392	118	2298	541	1572	248	2361	665	1482	183	2330
Total Engineering	842	1711	252	2805	541	1761	422(45)	2769	692	1737	360	2789

TABLE 20-C

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
HUMANITIES												
Art	966	616	73	1655	1050	800	59	1909	1008	708	66	1782
Dramatic Art	261	186	73	520	315	171	38	524	288	179	56	523
Music	527	97	24	648	436	99	18^c	553	482	98	21	601
Subtotal Arts	1754	899	170	2823	1801	1070	115^c	2986	1778	985	143	2906
Classics	63	-	-	63	42	-	-	42	53	-	-	53
French	1640	343	35	2018	1156	420	41	1617	1398	382	38	1818
German	1377	168	24	1569	1084	132	20(26)	1262	1231	150	35	1416
Greek	12	12	-	24	8	6	-	14	10	9	-	19
Italian	384	-	-	384	249	-	-	249	317	-	-	317
Latin	180	18	-	198	56	39	-	95	118	29	-	147
Oriental Lang.	-	-	-	-	-	-	-	-	-	-	-	-
Russian	141	15	-	156	104	75	-	179	123	45	-	168
Spanish	1609	288	3	1900	1203	258	12	1473	1406	273	8	1687

c - Includes 4 SCH of 300 course work and 2 SCH of 400 course work

TABLE 20-C

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Subtotal Foreign Languages	5406	844	62	6312	3902	930	99	4931	4656	888	81	5625
English	3141	1028	221	4390	3417	1087	254	4758	3279	1058	238	4575
Speech	463	60	-	523	443	69	-	512	453	65	-	518
Subject A	1158	-	-	1158	46	-	-	46	602	-	-	602
Philosophy	780	174	-	954	705	126	-	831	743	150	-	893
Total Humanities	12,702	3005	453	16,160	10,314	3282	468	14,064	11,511	3146	462	15,119
Military Science	294	236	-	530	265	333	-	598	280	285	-	565
Physical Educ.	843	222	-	1065	924	236	(34)	1194	884	229	(17)	1130
VETERINARY MEDICINE												
Anatomy	-	541	9	550	-	2	219	221	-	272	114	386
Avian Medicine	-	-	198	198	-	-	33.5	33.5	-	-	116	116
Clinical Sciences	-	104	1459	1563	-	-	1250	1250	-	52	1355	1407
Pathology	-	235	61	296	-	245	257	502	-	240	159	399
Clinical Path.	-	-	192	192	-	-	215	215	-	-	204	204
Physiological Sci.	-	191	58	249	-	867	49	916	-	529	54	583

TABLE 20-C
DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Public Health	-	-	9	9	-	2	233	235	-	1	121	122
Vet. Microbiology	-	480	25	505	-	293	70	363	-	387	48	435
Total Veterinary Medicine	-	1551	2011	3562	-	1409	2326.5	3735.5	-	1481	2171	3652
Total (Excl. Vet Med.)	38566	19500	4415	62481	32622	21228	4283(728)	58861	35603	20377	4667	60647
Total All Units	38566	21051	6426	66043	32622	22637	6609.5(728)	62596.5	35603	21858	6838	64299

Addition Errors Due to Rounding Averages

TABLE 20-D

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL*				SPRING**				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
AGRICULTURAL SCIENCE												
Agr. Chemistry	-	-	61	61	-	-	110	110	-	-	86	86
Agr. Practice	38	-	-	38	76	-	-	76	57	-	-	57
Agronomy	126	120	155	401	-	114	204	318	63	117	180	360
Range Mgmt.	108	30	-	138	-	20	-	20	54	25	-	79
Animal Husb.	819	633	198	1650	68	469	131	668	444	551	165	1160
Animal Physiol.	-	133	142	275	-	66	69	135	-	100	106	206
Biochemistry & Biophysics	-	693	250	943	-	504	242	746	-	599	246	845
Entomology	33	257	141	431	176	302	155	633	105	280	148	533
Food Science & Technology	88	323	140	551	-	325	184	509	44	324	162	530
Genetics	-	470	171	641	120	807	116	1043	60	639	144	843
Landscape Hort.	30	66	19	115	2	49	13	64	16	58	16	90
Nematology	-	16	52	68	-	-	73	73	-	8	63	71

* Source - MSC Report, IS720, Fall 1964
** Source - Class Reports Spring 1965, Registrar UCD

TABLE 20-D

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Nutrition	-	-	63	63	-	-	58	58	-	-	61	61
Plant Pathology	-	108	233	341	-	30	280	310	-	69	257	326
Pomology	50	78	97	225	72	54	110	236	61	66	104	231
Poultry Husb.	45	13	61	119	20	59	78	157	33	36	70	139
Soils & Pl. Nutr.	141	118	94	353	-	205	101	306	71	162	98	331
Vegetable Crops	-	120	113	233	85	43	235	363	43	82	174	299
Viticulture	76	93	55	224	224	149	57	430	150	121	56	327
Water Science & Engineering	-	400	89	489	87	103	144	334	44	252	117	413
Agr. Economics	171	532	174	877	151	654	159	964	161	593	167	921
Int'l. Agric.	-	59	8	67	-	5	12	17	-	32	9	41
Total Agriculture	1725	4262	2316	8303	1081	3958	2531	7570	1406	4114	2429	7949
BIOLOGICAL SCIENCES												
Bacteriology	476	222	65	763	636	166	236	1038	556	194	151	901
Physiology	1255	-	-	1255	-	-	-	-	628	-	-	628
Zoology	1348	1252	115	2715	1564	982	157	2703	1456	1117	136	2709

6

TABLE 20-D

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Botany	870	586	151	1607	752	872	220	1844	811	729	186	1726
Subtotal Bio. Sci.	3949	2060	331	6340	2952	2020	613	5585	3451	2040	473	5964
PHYSICAL SCIENCES												
Chemistry	5381	681	383	6445	4655	823	342	5820	5013	752	363	6128
Geology	568	156	31	755	160	263	30	453	364	210	31	605
Physics	1969	298	126	2393	2221	194	151	2566	2095	246	139	2480
Subtotal Phys. Sci.	7918	1135	540	9593	7036	1280	523	8839	7472	1208	533	9213
Mathematics	4593	1029	337(24)*	5983	4078	1044	289	5411	4336	1037	325	5698
SOCIAL SCIENCES												
Economics	1206	654	45	1905	1336	585	54	1975	1271	620	50	1941
History	3801	2499	122	6422	3519	2638	186	6343	3660	2569	154	6383
Political Sci.	2187	1356	41	3584	2472	1295	72	3839	2330	1326	57	3713
Sociology	963	805	21	1789	1329	978	30	2337	1146	892	26	2064
Anthropology	1608	584	39	2231	1167	491	72	1730	1388	538	56	1982
Psychology	2454	812	72	3338	2277	1116	78	3471	2366	964	75	3405

* SCH in brackets are derived from 300 courses

TABLE 20-D
DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Geography	901	410	(1)	1312	1241	409	8	1658	1071	410	5	1486
Subtotal Social Sciences	13,120	7120	341	20,581	13,341	7512	500	21,353	13,232	7319	423	20,974
PROFESSIONS												
Ag. Education	20	108	12(207)	347	-	155	35(95)	285	10	132	175	317
Education	-	884	(599)	1483	-	896	(814)	1710	-	890	707	1597
Design	262	58	-	320	250	346	-	596	256	202	-	458
Home Economics	47	943	35	1025	163	869	40	1072	105	906	38	1049
Law	-	-	-	-	-	-	-	-	-	-	-	-
Total Professions	329	1993	853	3175	413	2266	984	3663	371	2130	920	3421
ENGINEERING												
Ag. Engineering	30	40	28(6)	104	-	40	15(57)	112	15	40	53	108
Apl. Sci.-Davis	-	30	3	33	-	-	-	-	-	15	2	17
Apl. Sci.-Livermore	-	229	302	531	-	204	188	392	-	217	245	462
Engineering	997	2389	548	3934	658	1934	365	2957	828	2162	457	3447
Total Engineering	1027	2688	881(6)	4602	658	2178	625	3461	843	2434	757	4034

TABLE 20-D

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
HUMANITIES												
Art	1280	730	148(40)	2198	1376	828	153(30)	2387	1328	779	186	2293
Dramatic Art	375	206	53	634	573	237	70	880	474	222	62	758
Music	633	77	25[a]	735	545	76	17[b]	638[b]	589	77	21	687
Subtotal Arts	2288	1013	226[a](40)	3567	2494	1141	270	3905	2391	1078	269	3738
Classics	114	-	-	114	60	-	-	60	87	-	-	87
French	2592	380	34	3006	1926	256	44(34)	2260	2259	318	56	2633
German	1829	207	7	2043	1504	150	21	1675	1667	179	14	1860
Greek	24	9	-	33	16	3	-	19	20	6	-	26
Italian	608	-	-	608	440	-	-	440	524	-	-	524
Latin	276	39	-	315	96	43	-	139	186	41	-	227
Oriental Lang.	24	18	-	42	16	9	-	25	20	14	-	34
Russian	152	27	-	179	108	84	-	192	130	56	-	186
Spanish	2179	291	21	2491	1378	291	21	1690	1779	291	21	2091
Subtotal For.Lang.	7798	971	62	8831	5544	836	120	6500	6672	905	91	7668

a - Includes 7 SCH from 400 series courses
b - Includes 2 SCH from 400 series courses

TABLE 20-D
DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1964

	FALL				SPRING				AVERAGE			
SUBJECT FIELD OR DEPARTMENT	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
English	4833	1197	310(46)	6386	5607	1462	302	7371	5220	1330	329	6879
Speech	510	44	-	554	609	53	-	662	560	49	-	609
Subject A	2001	-	-	2001	246	-	-	246	1124	-	-	1124
Philosophy	846	355	-	1201	696	173	-	869	771	264	-	1035
Total Humanities	18,276	3580	684	22,540	15,196	3665	692	19,553	16,738	3626	689	21,053
Military Science	260	220	-	480	200	318	-	518	230	269	-	499
Physical Educ.	1020	197	-	1217	1110	234	(33)	1377	1065	216	17	1298
VETERINARY MEDICINE												
Anatomy	-	530	6	536	-	-	226	226	-	265	116	381
Avian Medicine	-	-	190	190	-	-	40.5	40.5	-	-	115	115
Clinical Sciences	-	106	1580	1686	-	-	1300	1300	-	53	1440	1493
Pathology	-	270	106	376	-	225	123.5	348.5	-	248	115	363
Clinical Path.	-	-	196	196	-	-	198.5	198.5	-	-	197	197
Physiological Sci.	-	212	62	274	-	1125	120	1245	-	669	91	760
Public Health	-	-	3	3	-	-	228	228	-	-	116	116

TABLE 20-D
DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Vet. Microbiology	-	505	22	527	-	599	33	632	-	552	28	580
Total Veterinary Medicine	-	1623	2165	3788	-	1949	2269	4218	-	1787	2218	4005
Total (Ex. Vet. Med.)	52217	24284	6283(30)	82814	46065	24475	6757(33)	77330	49144	24393	6566	80103
Total All Units	52217	25907	8448(30)	86602	46065	26424	9026(33)	81548	49144	26180	8784	84108

TABLE 20-E
DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1965*

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agricultural Science												
Agr. Chemistry	-	-	106	106	-	-	126	126	-	-	116	116
Agr. Practice	25	-	-	25	78	-	-	78	51	-	-	51
Agr. Toxicology	-	-	17	17	-	-	3	3	-	-	10	10
Agronomy	195	78	200	473	-	168	172	340	97	123	186	406
Range Mgmt.	111	42	3	156	-	60	3	63	56	51	3	110
Subtotal Agronomy	306	120	203	629	-	228	175	403	153	174	189	516
Animal Husbandry	863	831	205	1899	58	768	209	1035	460	800	207	1467
Animal Physiology	-	163	116	279	-	156	96	252	-	160	106	266
Biochem. & Biophys.	-	582	308	890	-	639	309	948	-	610	308	919
Comparative Biochem.	-	-	92	92	-	-	105	105	-	-	98	98
Entom. & Parasit.	69	213	163	445	308	353	149	810	188	283	156	628
Food Sci. & Tech.	84	348	208	640	-	368	222	590	42	358	215	615
Genetics	-	453	94	547	126	1142	107	1375	63	798	100	961
Int'l. Agr.	-	64	10	74	-	26	14	40	-	45	12	57
Landscape Horticulture	33	80	23	136	18	68	31	117	26	74	27	126

TABLE 20-E

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Park Administration	-	56	-	56	-	112	-	112	-	84	-	84
Nematology	-	40	59	99	-	-	74	74	-	20	66	86
Nutrition	-	-	70	70	-	-	84	84	-	-	77	77
Plant Pathology	-	154	249	403	-	130	242	372	-	142	246	388
Pomology	86	107	98	291	60	104	78	242	73	106	88	266
Poultry Husbandry	64	47	67	178	22	80	61	163	43	64	64	170
Soils & Plant Nutr.	213	93	83	389	-	220	85	305	106	156	84	347
Vegetable Crops	-	101	126	227	136	17	126	279	68	59	126	253
Viticulture	72	67	44	183	284	101	55	440	178	84	50	312
Water Sci. & Engr.	-	439	74	513	138	132	109	379	69	286	92	446
Subtotal Agriculture	1815	3958	2415	8188	1228	4644	2460	8332	1520	4301	2438	8259
Agr. Economics	222	603	269	1094	119	735	205	1059	170	669	237	1076
Total Agriculture	2037	4561	2684	9282	1347	5379	2665	9391	1690	4970	2675	9335
Biological Sciences												
Bacteriology	492	377	71	940	608	168	192	968	550	272	132	954
Biological Sci.	-	-	-	-	-	34	-	34	-	17	-	17

TABLE 20-E

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Physiology	732	-	-	732	-	-	-	-	366	-	-	366
Microbiology	-	-	22	22	-	-	34	34	-	-	28	28
Zoology	-	1759	244	2003	2500	1167	268	3935	1250	1463	256	2969
Subtotal Zoology	732	1759	244	2735	2500	1167	268	3935	1616	1463	256	3335
Botany	695	701	298	1694	276	1181	249	1706	486	941	274	1700
Biology	1460	-	-	1460	1220	-	-	1220	1340	-	-	1340
Total Biological Sci.	3379	2837	635	6851	4604	2550	743	7897	3992	2693	689	7374
Total Life Sciences	5416	7398	3319	16133	5951	7929	3408	17288	5684	7663	3364	16710
Mathematics	5943	1308	479	7730	4693	1599	384	6676	5318	1452	432	7202
Physical Sciences												
Chemistry	7005	858	447	8310	5588	962	409	6959	6296	910	428	7634
Geology	1122	112	66	1300	152	241	62	455	637	176	64	878
Physics	2624	384	201	3209	2670	211	187	3068	2647	298	194	3138
Astronomy	-	-	-	-	288	-	-	288	144	-	-	144
Total Physical Sci.	10751	1354	714	12819	8698	1414	658	10770	9724	1384	686	11794

TABLE 20-E

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Engineering Science												
Agr. Engineering	34	86	6	126	-	68	85	153	17	77	46	140
Engineering	1177	1235	15	2427	754	926	4	1684	966	1080	10	2056
Appl. Sci.-Davis	-	-	-	-	-	-	-	-	-	-	-	-
Appl. Sci.-Livermore	-	181	430	611	-	222	456	678	-	202	443	644
Engineering-Agr.	-	18	4	22	-	30	13	43	-	24	8	32
Engineering-Chemical	-	104	82	186	-	117	75	192	-	110	78	189
Engineering-Civil	-	408	101	509	-	536	88	624	-	472	94	566
Engineering-Electrical	-	392	114	506	-	509	99	608	-	450	106	557
Engineering-Mechanical	-	316	124	440	-	315	138	453	-	316	131	446
Subtotal Col. of Engr.	1211	2740	876	4827	754	2723	958	4435	983	2731	916	4630
Subtotal Engr. (Excl. Apl. Sci.-Livermore)	1211	2559	446	4216	754	2501	502	3757	982	2530	474	3986
Total MPE Science (Excl. Apl. Sci. - Livermore)	17905	5221	1639	24765	14145	5514	1544	21203	16025	5368	1592	22984

TABLE 20-E

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Social Science												
Economics	1344	734	84	2162	1547	727	152	2426	1446	730	118	2294
History	5298	3206	174	8678	4347	3362	236	7945	4822	3284	205	8312
Political Science	2598	1579	103	4280	2613	1803	117	4533	2606	1691	110	4406
Sociology	1212	1120	43	2375	1428	1284	39	2751	1320	1202	41	2563
Subtotal Soc. Sci.	10452	6639	404	17495	9935	7176	544	17655	10194	6908	474	17575
Anthropology	1602	530	104	2236	1212	985	95	2292	1407	758	100	2264
Psychology	3168	1504	111	4783	3057	1663	96	4816	3112	1584	104	4800
Subtotal Soc. Sci.	4770	2034	215	7019	4269	2648	191	7108	4520	2341	203	7064
Geography	1372	468	36	1876	927	653	31	1611	1150	560	34	1744
Total Social Science	16594	9141	655	26390	15131	10477	766	26374	15862	9809	712	26383
Humanities												
Art	2024	812	190	3026	1956	1187	180	3323	1990	1000	185	3174
Dramatic Art	510	286	124	920	657	398	107	1162	584	342	116	1041

TABLE 20-E

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Music	749	124	28	901	844	207	22	1073	796	166	25	987
Subtotal Arts	3283	1222	342	4847	3457	1792	309	5558	3370	1507	326	5202
Classics, Greek, Latin	595	93	-	688	218	84	-	302	406	88	-	495
French	2944	498	72	3514	1921	579	60	2560	2432	538	66	3037
German	2351	214	39	2604	1845	231	66	2142	2098	222	52	2373
Italian	740	-	-	740	448	9	-	457	594	4	-	598
Oriental Lang.	84	75	-	159	56	63	-	119	70	69	-	139
Russian	205	48	-	253	102	93	-	195	154	70	-	224
Spanish	2525	336	30	2891	1973	312	48	2333	2249	324	39	2612
Foreign Language	-	-	-	-	-	-	32	32	-	-	16	16
Subtotal Foreign Lang.	9444	1264	141	10849	6563	1371	206	8140	8004	1318	174	9494
English	6018	1563	442	8023	6783	1860	395	9038	6400	1712	418	8530
American Literature	-	-	-	-	-	3	-	3	-	2	-	2
Speech	740	39	-	779	699	67	-	766	720	53	-	772
Linguistics	-	15	-	15	-	-	61	61	-	8	30	38

TABLE 20-E
DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Subject A	2208	-	-	2208	165	-	-	165	1186	-	-	1186
Philosophy	945	292	21	1258	996	381	21	1398	970	336	21	1327
Subtotal Humanities	22638	4395	946	27979	18663	5474	992	25129	20649	4934	968	26551
Professions												
Agr. Education	22	137	341	500	-	160	161	321	11	158	251	410
Education	-	973	711	1684	-	1028	978	2006	-	1000	844	1845
Subtotal Professions	22	1110	1052	2184	-	1188	1139	2327	11	1149	1096	2256
Design	320	113	-	433	262	456	-	718	291	284	-	576
Home Economics	86	925	64	1075	206	976	65	1247	146	850	64	1161
Subtotal Professions	406	1038	64	1508	468	1432	65	1965	437	1235	64	1736
Total Professions	428	2148	1116	3692	468	2620	1204	4292	448	2384	1160	3992
Veterinary Medicine												
Anatomy	-	811	6	817	-	13	214	227	-	412	110	522
Avian Medicine	-	4	189	193	-	3	42	46	-	4	116	119
Clinical Pathology	-	-	198	198	-	-	182	182	-	-	190	190

TABLE 20-E
DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Clinical Sciences	-	160	1545	1705	-	-	1319	1319	-	80	1432	1512
Pathology	-	280	98	378	-	270	110	380	-	275	104	378
Physiological Sci.	-	223	154	377	-	1539	103	1642	-	881	128	1010
Vet. Microbiology	-	535	15	550	-	468	117	585	-	502	66	568
Public Health	-	-	-	-	-	-	245	245	-	-	122	122
Total Vet. Medicine	-	2013	2204	4217	-	2293	2332	4624	-	2153	2268	4420
Physical Education	1161	279	-	1440	1206	263	45	1514	1184	271	22	1477
Military Science	190	208	-	398	250	309	-	559	220	258	-	478
Totals (Ex. Vet. Med.)	64332	28971	8105	101408	55814	32808	8415	97037	60070	30886	8260	99216
Total All Units	64332	30984	10309	105625	55814	35101	10747	101661	60070	33039	10528	103636

TABLE 20-F

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1966*

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agric. Science - Agr.																
Ag. Chemistry	-	-	109	109	-	-	105	105	-	-	115	115	-	-	110	110
Ag. Practice	43	-	2	45	66	2	-	68	61	-	-	61	57	1	1	59
Ag. Toxicology	-	33	7	40	-	-	13	13	-	-	18	18	-	11	13	24
Agronomy	-	130	144	274	303	225	159	687	60	80	212	352	121	145	172	438
Range Mgmt.	-	40	-	40	252	1	3	256	-	52	2	54	84	31	2	117
Subtotal Agron.	-	170	144	314	555	226	162	943	60	132	214	406	205	176	174	555
Animal Husbandry	522	510	267	1299	585	872	188	1645	500	485	206	1191	536	622	220	1378
Animal Physiol.	-	415	105	520	-	176	97	273	-	386	88	474	-	326	97	423
Int. Ag. Devel.	-	56	-	56	-	57	36	93	-	31	3	34	-	48	13	61
Landscape Hort.	141	13	29	183	20	89	45	154	18	91	39	148	60	64	38	162
Park Admin.	-	108	-	108	-	5	-	5	-	72	-	72	-	62	-	62
Subtotal Lnd. Hort.	141	121	29	291	20	94	45	159	18	163	39	220	60	126	38	224
Nematology	-	85	69	154	-	60	57	117	-	28	62	90	-	58	63	120
Plant Pathology	-	124	241	365	-	34	281	315	-	62	343	405	-	73	288	361

* Source: "V" Listings

TABLE 20-F

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1966

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Pomology	-	99	59	158	42	72	107	221	72	36	96	204	38	69	87	194
Poultry Husb.	70	388	99	557	72	148	99	319	79	193	136	408	74	243	111	428
Soils & Pl. Nutr.	-	170	139	309	66	36	180	282	-	221	179	400	22	142	166	330
Viticulture & Enol.	-	66	89	155	363	107	35	505	93	88	32	213	152	87	52	291
Water Sci. & Engr.	174	48	175	397	-	349	117	466	168	213	164	545	114	203	152	469
Subtotal Agric.	950	2285	1534	4769	1769	2233	1522	5524	1051	2038	1695	4784	1257	2185	1584	5026
Agric. Science-Soc.																
Ag. Economics	120	672	345	1137	69	693	304	1066	45	895	344	1284	78	753	331	1162
Agric. Science-Bio.																
Biochem & Biophy	-	636	364	1000	-	996	392	1388	-	686	405	1091	-	773	387	1160
Comp. Biochem.	-	-	91	91	-	-	136	136	-	-	145	145	-	-	124	124
Entomology	132	318	145	595	-	428	184	612	375	476	187	1038	169	407	172	748
Food Sci. & Tech.	87	358	181	626	-	418	215	633	-	469	196	665	29	415	197	641
Genetics	-	877	123	1000	-	347	190	537	-	1410	138	1548	-	878	150	1028
Nutrition	-	328	25	353	-	491	116	607	99	58	85	242	33	292	75	400

TABLE 20-F
DAVIS CAMPUS
STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1966

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Veg. Crops	-	145	141	286	-	139	95	234	93	62	121	276	31	115	119	265
Subtotal Agr. Bio. Sci.	219	2662	1070	3951	-	2819	1328	4147	567	3161	1277	5005	262	2881	1225	4368
Biological Sci.- Bio.																
Bacteriology	455	352	62	869	705	322	73	1100	701	308	105	1114	620	327	80	1028
Biology/Bact.	371	-	-	371	195	-	-	195	478	-	-	478	348	-	-	348
Zoology	918	1708	250	2876	954	2013	350	3317	-	1932	319	2251	624	1884	306	2815
Biol./Zoo.	1288	-	-	1288	675	-	-	675	1658	-	-	1658	1207	-	-	1207
Physiology	422	-	-	422	736	-	-	736	-	-	-	-	386	-	-	386
Subtotal Zoology	2628	1708	250	4586	2365	2013	350	4728	1658	1932	319	3909	2217	1884	306	4408
Microbiology			65	65	-	-	73	73	-	-	67	67	-	-	68	68
Subtotal Bio. Sci.- Bio.	3454	2060	377	5891	3265	2335	496	6096	2837	2240	491	5568	3185	2111	454	5852
Biological Sci.-Agric.																
Botany	-	1061	260	1321	905	560	258	1723	818	922	285	2025	574	848	268	1690
Biology/Botany	861	-	-	861	450	-	-	450	1108	-	-	1108	806	-	-	806

TABLE 20-F

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1966

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Subtotal Bio.Sci.-Agr.	861	1061	260	2182	1355	560	258	2173	1926	922	285	3133	1381	848	268	2496
Total Bio. Sci.	4315	3121	637	8043	4620	2895	754	8269	4763	3162	776	8701	4566	3059	722	8348
Total Life Sci.	5604	8740	3586	17930	6458	8640	3908	19006	6426	9256	4092	19774	6163	8879	3862	18904
Mathematics																
Mathematics	6816	1313	523	8652	6662	1037	471	8170	5363	1345	453	7161	6280	1232	482	7994
Physical Sci.																
Astronomy					212	-	-	212	164	-	-	164	125	-	-	125
Chemistry	7823	981	470	9274	5132	1314	483	6929	5513	1151	494	7158	6156	1149	482	7787
Geology	845	309	43	1197	100	381	58	539	1051	323	57	1431	665	338	53	1056
Physics	2627	295	212	3134	3063	235	230	3528	2742	321	232	3295	2811	284	225	3319
Subtotal Phy.Sci.	11295	1585	725	13605	8507	1930	771	11208	9470	1795	783	12048	9757	1770	760	12287
Engineering Sci.																
Agr. Engr.(Ag.)	-	102	-	102	51	2	60	113	-	87	4	91	64	17	21	102
Engin. - Agric.	-	47	23	70	-	35	30	65	-	99	31	130	-	60	28	88
Engin. - Gen.	1206	1825	-	3031	762	1582	-	2344	472	1183	-	1655	813	1530	-	2343

TABLE 20-F

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1966

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Engin. - Chem.	-	89	98	187	-	72	83	155	-	117	64	181	-	93	82	175
Engin. - Civil	-	375	55	430	-	356	154	510	6	410	210	626	2	380	140	522
Engin. - Elect.	-	372	130	502	-	588	162	750	-	718	166	884	-	559	153	712
Engin. - Mech.	-	282	143	425	-	201	166	367	-	382	165	547	-	288	158	446
Apl. Sci.-Davis	-	27	101	128	-	-	136	136	-	153	109	262	-	60	115	175
Apl. Sci.-Livermore	-	188	310	498	-	99	393	492	-	72	386	458	-	120	363	483
Subtotal College of Engineering	1206	3307	860	5373	813	2935	1184	4932	478	3221	1135	4834	832	3154	1060	5046
Subtotal Engr. (Excl. Livermore)	1206	3119	550	4875	813	2836	791	4440	478	3149	749	4376	832	3034	697	4563
Total MPE (Excl. Livermore)	19317	6017	1798	27132	15982	5803	2033	23818	15311	6289	1985	23585	16869	6036	1939	24844
Social Sciences																
Economics	2021	952	175	3148	1913	1084	204	3201	1895	970	200	3065	1943	1002	193	3138
History	5716	3342	323	9381	4923	4309	362	9594	3296	3599	416	7307	4645	3750	367	8761
Political Sci.	3380	2358	119	5857	3120	1989	214	5323	1897	3401	229	5527	2799	2583	187	5569

TABLE 20-F
DAVIS CAMPUS
STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1966

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UL	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Sociology	1678	1122	67	2867	1761	1265	179	3205	1570	2022	184	3776	1670	1470	143	3283
Subtotal Soc.Sci.	12795	7774	684	21253	11717	8647	959	21323	8658	9992	1029	19675	11057	8805	890	20751
Anthropology	3032	1036	246	4314	1900	1655	230	3785	2118	580	281	2979	2350	1090	252	3692
Linguistics	-	-	2	2	-	3	18	21	76	2	20	98	25	2	13	40
Psychology	3757	2230	108	6095	3264	2475	152	5891	3248	2663	150	6061	3423	2456	137	6016
Geography	1229	699	49	1977	1233	949	68	2250	1076	775	77	1928	1179	808	65	2052
Total Soc. Sci.	20813	11739	1089	33641	18114	13729	1427	33270	15176	14012	1557	30745	18034	13161	1357	32552
Humanities (Arts)																
Art	2495	1262	125	3882	2309	1705	159	4173	3089	2086	139	5314	2631	1684	141	4456
Dramatic Art	545	416	153	1114	499	378	158	1035	1203	336	150	1689	749	377	154	1279
Music	788	181	56	1025	900	183	69	1152	676	208	44	928	788	191	56	1035
Subtotal Human. (Arts)	3828	1859	334	6021	3708	2266	386	6360	4968	2630	333	7931	4168	2252	351	6770
Humanities (Lang/Lit)																
English	7498	2665	518	10681	9083	2409	574	12066	5969	3194	631	9794	7517	2756	574	10847

TABLE 20-F
DAVIS CAMPUS
STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1966

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Rhetoric	408	87	-	495	662	91	-	753	760	176	-	936	610	118	-	728
Subject A	2424	-	-	2424	123	-	-	123	81	-	-	81	876	-	-	876
Foreign Lang.									-	-	54	54	-	-	18	18
French & Italian	3315	641	70	4026	2473	647	54	3174	1856	805	62	2723	2548	698	62	3308
German & Russian	2419	334	152	2905	2032	529	140	2701	1664	519	136	2319	2038	461	143	2642
All Others	2724	966	71	3761	2441	708	60	3209	1870	639	54	2563	2345	771	62	3178
Subtotal Human. Lang/Lit	18788	4693	811	24292	16814	4384	828	22026	12200	5333	937	18470	15934	4803	859	21596
Philosophy	1232	276	46	1554	1132	229	36	1397	1164	416	51	1631	1176	307	44	1527
Total Humanities	23848	6828	1191	31867	21654	6879	1250	29783	18332	8379	1321	28032	21278	7362	1254	29893
Professions																
Ag. Education	30	44	322	396	-	118	205	323	-	209	187	396	10	124	238	372
Education	-	1231	884	2115	-	1137	1025	2162	-	1451	1417	2868	-	1273	1109	2382
Law	-	-	1155	1155	-	-	1052	1052	-	-	1080	1080	-	-	1096	1096
Subtotal Prof.	30	1275	2361	3666	-	1255	2282	3537	-	1660	2684	4344	10	2397	2443	3850

TABLE 20-F

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1966

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Home Ec. Education	-	-	33	33	-	-	-	-	-	-	-	-	-	-	11	11
Consumer Sci.	62	677	115	854	38	1295	108	1441	-	1943	131	2074	33	1305	118	1456
Total Professions	92	1952	2509	4553	38	2550	2390	4978	-	3603	2815	6418	43	2702	2571	5317
Veterinary Medicine																
Anatomy	-	702	10	712	-	576	74	650	-	977	43	1020	-	752	42	794
EP & Prev. Med.	-	-	25	25	-	-	196	196	-	146	583	729	-	49	268	317
Clinical Path.	-	-	186	186	-	-	64	64	-	-	244	244	-	-	165	165
Clinical Sci.	-	184	1390	1674	-	-	1326	1326	-	296	1184	1480	-	160	1300	1460
Vet. Microbiology	-	351	34	385	-	792	146	938	-	496	45	541	-	546	75	621
Pathology	-	360	122	482	-	365	153	518	-	300	216	516	-	342	164	505
Physiol. Sci.	-	781	128	909	-	1262	151	1413	-	884	269	1153	-	976	183	1159
Public Health	-	-	-	-	-	31	3	34	-	-	-	-	-	10	1	11
Total Vet. Med.	-	2378	1895	4273	-	3026	2113	5139	-	3099	2584	5683	-	2835	2198	5033
Subtotal I&R (Excl. PE, MS, Livermore)	69674	37654	12068	119396	62246	40627	13121	115994	55245	44638	14354	114237	62389	40973	16181	116542

TABLE 20-F

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1966

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Physical Education	1367	91	21	1479	1273	246	50	1569	1595	287	32	1914	1412	308	34	1654
Military Science	368	252	-	620	332	327	-	659	313	285	-	598	338	288	-	626
Total P.E. & M.S.	1735	343	21	2099	1605	573	50	2228	1908	572	32	2512	1749	496	34	2280
Total I&R (Excl. Livermore)	71409	37997	12089	121495	63851	41200	13171	118222	57153	45210	14386	116749	64138	41469	13215	118822

Note: Small addition errors are due to rounding.

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68*

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
College of Agriculture & Environmental Sciences																
Agric. Econ.	168	671	324	1163	87	744	327	1158	45	1069	291	1405	100	828	314	1242
(Consum Econ.)						(92)		(92)		(259)		(259)		(117)		(117)
(Interntl Ag.)						(5)	(39)	(44)		(3)		(3)		(3)	(13)	(16)
Agric. Engr.		145	4	149	54	30	78	162		87	16	103	18	87	33	138
(Physiology)		(8)		(8)		(8)		(8)						(5)		(5)
(Intern Ag.)		(5)		(5)		(1)		(1)		(2)		(2)		(3)		(3)
(Atmos Sci.)		(12)		(12)		(9)		(9)		(6)		(6)		(9)		(9)
Ag. Practices	58			58	71			71	74			74	68			68
Appl. Beh. Sci.	58	1171	474	1703		1610	246	1856	21	2425	297	2743	26	1735	339	2100
(Ag Educ.)		(57)	(397)	(454)		(129)	(206)	(335)		(163)	(215)	(378)		(116)	(273)	(389)
(Design)		(232)		(232)		(507)		(507)		(537)		(537)		(425)		(425)
(Home Ec. Ed.)			(45)	(45)							(27)	(27)			(24)	(24)
(Home Mgmt.)		(168)		(168)		(51)		(51)		(39)		(39)		(86)		(86)
(Human Dev.)	(58)	(714)	(32)	(804)		(923)	(40)	(963)	(21)	(1686)	(55)	(1762)	(26)	(1108)	(42)	(1176)
Agr. Toxicology		33	9	42			9	9			42	42		11	20	31
(Agr. Chem.)											(3)	(3)			(1)	(1)
Agronomy		292	184	476	622	761	189	1572	63	59	197	319	228	371	190	789
(Plant Sci.)					(330)	(129)		(459)					(110)	(43)		(153)
(Range Mgmt.)		(71)	(3)	(74)	(292)	(90)	(5)	(387)		(4)	(3)	(7)	(97)	(55)	(4)	(156)

SOURCE: RF-035

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agronomy (continued)																
(Genetics)		(84)	(9)	(84)		(390)	(6)	(396)			(6)	(6)		(158)	(7)	(165)
(Interntl Ag.)						(88)		(88)						(29)		(29)
Animal Physiol.		294	67	361		253	166	419		590	77	667		379	103	482
(Animal Sci.)										(88)		(88)		(29)		(29)
Animal Science	480	1231	255	1966		1387	287	1674	613	654	401	1668	364	1091	314	1769
(Physiology)		(860)	(124)	(984)		(559)	(32)	(591)		(240)	(110)	(350)		(553)	(89)	(642)
(An. Genetics)		(170)	(19)	(189)		(23)	(18)	(41)		(13)	(19)	(32)		(69)	(19)	(88)
(Nutrition)		(165)	(34)	(199)		(466)	(41)	(507)		(131)	(46)	(177)		(254)	(40)	(294)
(An. Biology)						(152)	(42)	(194)						(51)	(14)	(65)
Biochem & Biophy.		749	493	1242		1225	443	1668		1107	438	1545		1027	458	1485
(Comp Biochem.)			(8)	(8)							(9)	(9)			(6)	(6)
(Microbiology)			(6)	(6)			(9)	(9)			(9)	(9)			(8)	(8)
Consumer Sci.	76	41	129	246		537	63	600	152	330	136	618	76	303	109	488
(Agr. Chem.)			(10)	(10)			(12)	(12)			(18)	(18)			(13)	(13)
(Foods)		(12)	(8)	(20)		(229)	(2)	(231)		(262)	(9)	(271)		(168)	(6)	(174)
(Text & Cloth)	(76)	(29)	(111)	(216)		(308)	(49)	(357)	(152)	(68)	(109)	(329)	(76)	(135)	(90)	(301)
Entomology	192	417	189	798		453	227	680	370	463	311	1144	187	444	242	873
(Physiology)											(8)	(8)			(3)	(3)
Food Sci & Tech.	111	337	365	813		300	451	751		410	345	755	37	349	387	773
(Ag Sci & Mgmt)							(15)	(15)							(5)	(5)
(Agr. Chem.)			(80)	(80)			(68)	(68)			(46)	(46)			(65)	(65)

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Food Sci & Tech (continued)																
(Comp. Biochem.)			(55)	(55)			(50)	(50)			(50)	(50)			(52)	(52)
(Microbiology)			(48)	(48)			(48)	(48)			(50)	(50)			(49)	(49)
(Nutrition)							(9)	(9)			(16)	(16)			(8)	(8)
Genetics		1033	95	1128	492	740	212	1465		536	180	1247	164	770	162	1096
(Microbiology)							(3)	(3)			(4)	(4)			(2)	(2)
Envir. Hort	38	43	20	101	180	205	21	406	230	154	17	401	149	134	19	30 2
(Park Admin.)		(27)		(27)		(160)				(54)		(54)		(80)		(80)
(Plant Sci.)										(75)		(75)		(25)		(25)
Nematology		48	96	144		60	78	138		16	68	84		41	81	122
Nutrition		352	147	499		287	79	366	276	93	148	517	92	244	125	461
(Inst. Mgmt.)		(65)		(65)		(36)		(36)		(64)		(64)		(55)		(55)
Plant Pathology		147	303	450		4	282	286		52	360	412		68	315	383
(Comp Biochem.)											(5)	(5)			(2)	(2)
Pomology		70	71	141		50	138	188	87	621	101	809	29	247	103	379
(Plant Sci.)		(31)		(31)						(51)		(51)		(27)		(27)
(Genetics)			(1)	(1)			(21)	(21)		(531)		(531)		(177)	7	(184)
Poultry Husb.	60	98	102	260	39	15	183	237		187	71	258	33	100	119	252
(An. Sci.)	(60)	(17)	(65)	(142)	(39)	(2)	(51)	(92)		(3)	(6)	(9)	(33)	(7)	(41)	(81)
(Physiology)		(50)	(37)	(87)		(13)	(62)	(75)		(184)	(65)	(249)		(82)	(55)	(137)
(Intern Ag.)		(28)		(28)										(9)		(9)
(Nutrition)		(3)		(3)			(70)	(70)						(1)	(23)	(24)

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Soils & Pl. Nurt.		175	93	268	120	29	145	294		275	104	379	40	160	114	314
(Soil & Wtr Sci.)		(170)		(170)	(120)			(120)					(40)	(57)		(97)
(Microbiology)			(4)	(4)			(9)	(9)			(6)	(6)			(6)	
(Agric. Chem.)											(4)	(4)			(1)	(1)
(Ag Sci & Mgmt.)										(17)	(1)	(18)		(6)		(6)
(Interntl Ag)											(2)	(2)			(1)	(1)
(Plant Science)										(75)		(75)			(25)	(25)
Vegetable Crops		194	157	351		170	112	282	216	32	162	410	72	132	144	348
(Ag Sci & Mgmt.)			(11)	(11)											(4)	(4)
(Plant Sci.)		(31)		(31)					(216)			(216)	(72)	(10)		(82)
Vitic. & Enol.		105	102	207	540	72	105	717		73	47	120	180	83	85	348
(Plant Sci.)		(31)		(31)										(10)		(10)
(Microbiology)			(9)	(9)			(4)	(4)			(1)	(1)			(5)	(5)
Wtr Sci & Engr.	243	77	135	455		321	77	398	216	179	109	504	153	192	107	452
(Soil & Wtr Sci)	(243)			(243)		(136)		(136)					(81)	(45)		(126)
(Comp Biochem)			(4)	(4)			(4)	(4)			(9)	(9)			(6)	(6)
(Atmos Sci)									(75)			(75)	(25)			(25)
TOTAL - College of Ag & Env Sci	1484	7723	3814	13021	2205	9268	3903	15376	2363	9412	3918	15693	2017	8801	3878	14696

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68*

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
College of Engineering																
Engr. Agric.	139	140	33	312	309	214	36	559	131	67	67	265	193	140	45	378
(Engr Civil)	(50)			(50)					(63)			(63)	[illegible]			(38)
(Engr Gen)	(89)	(117)		(206)	(309)	(186)		(495)	(68)			(68)	(155)	(101)		(256)
Engr. Chemical		320	81	401		225	77	302		294	71	365		280	76	356
(Engr. Gen)		(198)		(198)		(60)		(60)		(92)		(92)		(117)		(117)
Engr. Civil	335	762	129	1226	198	627	196	1021	124	443	165	732	219	611	163	993
(Consum. Econ.)											(12)	(12)			(4)	(4)
(Engr. Gen)	(310)	(228)		(538)	(198)	(258)		(466)	(118)	(12)		(130)	(209)	(166)		(375)
(Engr. Mech)							(10)	(10)							(3)	(3)
Engr. Elect.	507	837	166	1510	453	964	267	1684	516	713	256	1485	492	838	230	1560
(Engr. Gen)	(507)	(338)		(845)	(453)	(125)		(578)	(516)	(92)		(608)	(492)	(185)		(677)
Engr. Mech.	680	1090	219	1989	111	1131	192	1434	323	1341	179	1843	371	1187	197	1755
(Engr. Gen)	(680)	(785)		(1465)	(111)	(810)		(921)	(323)	(784)		(1107)	(371)	(793)		(1164)
Appl. Sci-Davis		129	164	293		35	297	332		162	134	296		109	198	307
(Engr. Gen)		(48)		(48)		(35)		(35)						(28)		(28)
(Engr. Elect)			(3)	(3)											(1)	(1)
Appl. Sci-Lvmore		188	413	601		137	334	471		64	485	549		130	411	541
TOTAL - College of Engineering	1661	3466	1205	6332	1071	3333	1399	5803	1094	3084	1357	5535	1275	3294	1320	5889

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68*

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
School of Law			2242	2242			2254	2254			2234	2234			2243	2243
College of Letters & Science																
Anthropology	2797	1055	313	4165	3105	2137	321	5563	2087	2968	227	5282	2663	2053	287	5003
(Linguistics)		(9)	(19)	(28)		(5)	(38)	(43)	(120)	(15)	(25)	(160)	(40)	(10)	(27)	(77)
(Oriental Lang)	(333)	(122)		(455)	(237)	(180)	(6)	(423)	(183)	(114)		(297)	(251)	(139)	(2)	(392)
(Internl Ag)										(26)		(26)		(9)		(9)
Art	2966	1704	159	4829	2833	2103	265	5201	2534	2209	173	4916	2778	2005	199	4982
Bacteriology	907	278	145	1330	934	257	129	1320	1163	332	118	1613	1001	289	131	1421
(Biology)	(392)				(237)			(237)	(373)			(373)	(334)			(334)
(Microbiology)							(2)	(2)							(1)	(1)
Botany	1134	1388	319	2841	978	894	252	2124	2883	935	298	4116	1665	1072	290	3027
(Compar. Biochem)							(8)	(8)			(6)	(6)			(5)	(5)
(Biology)	(619)				(383)	(6)		(389)	(2228)			(2228)	(1077)	(2)		(1079)
(Biol Sci)										(156)		(156)		(52)		(52)
(Bacter)		(64)											(21)			(21)
(Plant Sci)						(58)		(58)						(19)		(19)
Chemistry	6855	1111	561	8527	5550	1513	499	7562	5394	1402	512	7308	5933	1342	524	7799
Dramatic Art	899	585	99	1583	808	622	150	1580	1292	476	149	1917	1000	561	133	1694

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68*

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Economics	2321	995	313	3629	2216	1206	372	3794	1878	1349	316	3543	2138	1183	334	3655
Education		1417	1136	2553		1424	1286	2710		1590	1465	3055		1477	1296	2773
English	6233	2906	743	9882	6880	2947	657	10484	6445	3425	712	10582	6519	3093	704	10316
(American Lit)						(4)								(1)		(1)
French & Italian	3339	376	128	3843	2880	537	128	3545	2225	526	128	2879	2815	480	128	3423
(French)	(2498)	(361)	(128)	(2987)	(2225)	(528)	(100)	(2853)	(1795)	(520)	(128)	(2443)	(2173)	(470)	(119)	(2762)
(Italian)	(841)	(15)		(856)	(655)	(9)		(664)	(430)	(6)		(436)	(642)	(10)		(652)
(Linguistics)							(28)	(28)							(9)	(9)
Geography	961	909	83	1953	519	795	84	1398	884	1045	67	1996	788	916	78	1782
Geology	411	469	59	939	93	305	54	452	83	279	83	445	196	351	65	612
German & Russian	2592	446	260	3298	2387	596	280	3263	1880	583	312	2775	2286	542	284	3112
(German)	(2168)	(394)	(260)	(2822)	(2132)	(374)	(280)	(2786)	(1675)	(383)	(312)	(2370)	(1992)	(384)	(284)	(2660)
(Russian)	(424)	(52)		(476)	(255)	(222)		(477)	(205)	(200)		(405)	(295)	(158)		(453)
History	5720	4242	399	10361	5268	5274	469	11011	3384	4066	591	8041	4791	4527	486	9804
Mathematics	7661	1582	553	9796	7393	1465	463	9321	5706	1458	334	7498	6920	1501	450	8871
Military Sci	328	332		660	280	390		670	257	334		591	288	352		640
Music	838	165	41	1044	761	206	34	1001	688	179	45	912	762	183	40	985

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68*

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Philosophy	1228	620	20	1868	1228	608	68	1904	1008	560	52	1620	1155	596	47	1798
Physical Ed	1640	185	17	1842	1499.5	346	85	1930.5	1781	244	71	2096	1640	258	58	1956
(Physiology)											(7)	(7)			(2)	(2)
Physics	3177	367	283	3827	3599	331	253	4183	3878	497	231	4606	3551	398	256	4205
(Astronomy)					(224)			(224)	(148)			(148)	(124)			(124)
Political Sci	2980	3112	250	6342	2579	2833	266	5678	1840	3544	270	5654	2466	3163	262	5891
Psychology	4802	3259	99	8160	4633	3844	119	8596	3734	4194	111	8039	4390	3766	110	8266
Rhetoric	516	239		755	548	297	4	849	512	279	10	801	525	272	5	802
Sociology	1796	1440	188	3424	1392	1607	240	3239	1404	1911	196	3511	1531	1653	208	3392
Spanish & Class	2631	976	121	3728	2310	832	122	3264	2622	725	76	3423	2521	844	106	3471
(Portuguese)	(52)	(16)		(68)	(36)			(36)	(24)			(24)	(37)	(5)		(42)
(Latin)	(197)	(38)		(235)	(130)	(24)		(154)	(64)	(24)		(88)	(130)	(29)		(159)
(Greek)	(45)	(26)		(71)	(35)	(4)		(39)	(30)	(8)		(38)	(37)	(13)		(50)
(Classics)	(60)	(304)		(364)	(81)	(124)		(205)	(738)			(738)	(293)	(143)		(436)
(Linguistics)							(18)	(18)							(6)	(6)
Subject A	3040			3040	156			156	104			104	1100			1100

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68*

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Zoology	3605	1128	364	5097	2544	1923	327	4794	1297	2277	387	3961	2482	1776	359	4617
(Physiology)	(590)		(27)	(617)	(752)			(752)					(447)		(9)	(456)
(Biology)	(1947)			(1947)	(508)			(508)	(799)			(799)	(1085)			(1085)
TOTAL - College of L & S	71377	31286	6653	109316	63373	35292	6927	105592	56963	37387	6934	101284	63904	34655	6838	105397
School of Medicine							21	21		2	14	16		1	12	13
School of Veterinary Medicine																
Anatomy (Biol Sci)		659 (3)	44	703 (3)		491	48	539		789	90	879		646 (1)	61	707 (1)
Clinical Path (Physiol)			346	346		25 (25)	119	144 (25)			356	356		8 (8)	274	282 (8)
Clinical Science			1752	1752		3	1701	1704		292	1441	1733		98	1631	1729
Epid & Prev Med		264	212	476		278	418	696		153	537	690		232	389	621
Pathology		380	187	587		385	131	516		300	116	416		355	145	500
Physiological Sci (Comp Biochem)		761	193	954		1029	226 (19)	1255 (19)		899 (1)	152 (16)	1051 (17)		896	190 (12)	1086 (12)

TABLE 20-G

DAVIS CAMPUS

STUDENT CREDIT HOURS FOR ACADEMIC YEAR 1967-68*

	FALL				WINTER				SPRING				AVERAGE			
SUBJECT FIELD OR DEPARTMENT	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Vet Microbiol		357	76	433		757	219	975		518	203	721		544	166	710
TOTAL - School of Vet Med		2421	2810	5231		2968	2862	5830		2951	2895	5846		2780	2856	5636
TOTAL CAMPUS	74522	44896	16724	136142	66649	50861	17366	134876	60420	52836	17352	130608	67197	49531	17147	133875

DAVIS CAMPUS

TABLE 21-A FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1961*

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agricultural Science												
Ag. Chem.	-	-	6.5	6.5	-	-	16.0	16.0	-	-	11.25	11.25
Ag. Pract.	2.5	-	-	2.5	4.1	-	-	4.1	3.30	-	-	3.30
Agronomy	9.0	6.8	48.0	63.8	-	11.1	38.0	49.1	4.50	8.95	43.00	56.45
Range Mgmt.	5.6	2.2	-	7.8	-	3.3	.8	4.1	4.45	1.50	-	5.95
An. Husb.	36.5	23.6	27.3	87.4	-	35.2	31.0	66.2	18.25	29.40	29.15	76.80
An. Physio.	-	4.3	13.5	17.8	-	-	3.3	3.3	-	2.15	8.40	10.55
Biochem. & Biophys.	-	38.8	29.8	68.6	-	9.4	42.3	51.7	-	24.10	36.05	60.15
Entomology	-	14.7	15.0	29.7	6.0	14.9	19.5	40.4	3.00	14.80	17.25	35.05
Food Sci. & Tech.	6.9	6.2	26.0	39.1	-	19.9	54.0	73.9	3.45	13.05	40.00	56.50
Genetics	-	31.7	16.8	48.5	-	25.9	16.0	41.9	-	28.80	16.40	45.20
Irrigation	-	34.2	14.3	48.5	6.0	24.6	16.0	26.6	3.00	19.40	15.15	37.55
Land. Hort.	2.6	3.5	5.8	11.9	2.4	5.3	5.8	13.5	2.50	4.40	5.80	12.70
Nematology	-	-	-	-	-	-	-	-	-	-	-	-
Nutrition	-	-	4.8	4.8	-	-	5.3	5.3	-	-	5.05	5.05

*Source - MSC Report, IS 720, fall 1961 and spring 1962

DAVIS CAMPUS

TABLE 21-A FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Pl. Pathology	-	11.1	16.3	27.4	-	11.3	32.5	43.8	-	11.20	24.40	35.60
Pomology	8.4	7.2	7.5	23.1	7.2	6.6	13.5	27.3	7.80	6.90	10.50	25.20
Poult. Husb.	2.2	6.3	23.5	32.0	-	5.0	31.0	36.0	1.10	5.65	27.25	34.00
Soils & Pl. Nutr.	14.0	7.0	18.5	39.5	-	14.8	15.0	29.8	7.00	10.90	16.75	34.65
Veg. Crops	-	7.7	12.0	19.7	6.3	3.2	18.8	28.3	3.15	5.45	15.40	24.00
Viticulture	1.6	4.1	4.0	9.7	7.9	7.3	6.3	21.5	4.75	5.70	5.15	15.60
Subtotal Agr.	89.3	209.4	289.6	588.3	39.9	177.8	365.1	582.8	66.25	192.35	326.95	585.55
Agr. Econ.	12.8	23.6	15.5	51.9	1.3	35.4	13.5	50.2	7.05	29.50	14.50	51.05
Int'l. Agr.	-	-	-	-	-	-	-	-	-	-	-	-
Total Agr.	102.1	233.0	305.1	640.2	41.2	213.2	378.6	633.0	73.30	221.85	341.45	636.60
Biological Sciences												
Bacteriology	-	8.6	15.0	23.6	49.9	3.2	12.0	65.1	24.95	5.90	13.50	44.35
Physiology	58.0	-	-	58.0	-	-	-	-	29.00	-	-	29.00
Zoology	65.6	45.9	17.8	129.3	84.4	31.3	16.3	132.0	75.00	38.60	17.05	130.65
Botany	43.4	28.9	28.0	100.3	37.9	50.0	29.0	116.9	40.65	39.45	28.50	108.60
Total Bio. Sci.	167.0	83.4	60.8	311.2	172.2	84.5	57.3	314.0	169.60	83.95	59.05	312.60
Total Life Sci.	269.1	316.4	365.9	951.4	213.4	297.7	435.9	947.0	242.90	305.80	400.50	949.20

DAVIS CAMPUS

TABLE 21-A FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1961

	FALL				SPRING				AVERAGE			
SUBJECT FIELD OR DEPARTMENT	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Mathematics	185.3	26.2	21.8	233.3	141.7	41.5	21.8	205.0	163.50	33.85	21.80	219.15
Physical Sciences												
Chemistry	216.4	22.1	44.8	283.3	192.0	34.3	42.3	268.6	204.20	28.20	43.55	275.95
Geology	17.9	2.1	-	20.0	3.7	2.0	-	5.7	10.80	2.05	-	12.85
Physics	72.0	7.8	15.3	95.1	92.4	6.4	10.3	109.1	82.20	7.10	12.80	102.10
Total Physical Sciences	306.3	32.0	60.1	398.4	288.1	42.7	52.6	383.4	297.20	37.35	56.35	390.90
Engineering Science												
Agr. Engineering	3.6	2.0	(1.5)*	7.1	-	5.9	(4.8)	10.7	1.80	3.95	3.15	8.90
Engineering	32.7	21.9	20.0	74.6	27.7	24.7	25.8	78.2	30.20	23.30	22.90	76.40
Apl. Sci.-Davis	-	-	-	-	-	-	-	-	-	-	-	-
Apl. Sci.-Livermore	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Col. of Engineering	32.7	21.9	20.0	74.6	27.7	24.7	25.8	78.2	30.20	23.30	22.90	76.40
Subtotal Engr.(Excl. Apl. Sci.-Livermore)	36.3	25.4	20.0	81.7	27.7	30.6	30.6	88.9	32.00	27.25	26.05	85.30

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* figures in brackets include FTE derived from 300 courses.

DAVIS CAMPUS

TABLE 21-A FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Total MPE Science (Excl. Apl. Sci.-Livermore)	527.9	82.1	103.4	713.4	457.5	114.8	105.0	677.3	492.70	98.45	104.20	695.35
Social Science												
Economics	52.8	12.1	.8	65.7	49.9	18.2	-	68.1	51.35	15.15	.4	66.54
History	128.7	56.4	2.0	187.1	110.9	84.7	2.5	198.1	119.80	70.55	2.25	192.60
Political Sci.	74.8	37.4	1.5	113.7	82.4	37.8	2.5	122.7	78.60	37.60	2.00	118.20
Sociology	40.6	17.2	-	57.8	51.2	19.3	-	70.5	45.90	18.25	-	64.15
Subtotal Soc.Sci.	296.9	123.1	4.3	424.3	294.4	160.0	5.0	459.4	295.65	141.55	4.29	441.49
Anthropology	53.2	14.7	-	67.9	48.6	10.0	-	58.6	50.90	12.35	-	63.25
Psychology	35.8	13.6	-	49.4	79.0	17.8	-	96.8	57.40	15.70	-	73.10
Subtotal Soc.Sci.	89.0	28.3	-	117.3	127.6	27.8	-	155.4	108.30	28.05	-	136.35
Geography	24.8	8.0	-	32.8	20.4	6.2	(.1)	26.7	22.60	7.10	.05	29.75
Total Soc. Sci.	410.7	159.4	4.3	574.4	442.4	194.0	5.1	641.5	426.55	176.70	4.34	607.59
Humanities												
Art	65.7	19.2	2.6(3.0)	90.5	48.8	28.4	10.0	87.2	57.25	23.80	7.80	88.85
Dramatic Art	4.2	8.4	-	12.6	8.2	8.7	-	16.9	6.20	8.55	-	14.75

DAVIS CAMPUS

TABLE 21-A FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Music	23.4	4.1	-	27.5	26.3	5.7	-	32.0	24.85	4.90	-	29.75
Subtotal Arts	93.3	31.7	5.6	130.6	83.3	42.8	10.0	136.1	88.30	37.25	7.80	133.35
Classics	.4	-	-	.4	2.4	-	-	2.4	1.40	-	-	1.40
French	85.4	10.2	-	95.6	67.0	14.5	-	81.5	76.20	12.35	-	88.55
German	68.2	7.8	-	76.0	55.6	3.6	-	59.2	61.90	5.70	-	67.60
Greek	-	-	-	-	-	-	-	-	-	-	-	-
Italian	-	-	-	-	-	-	-	-	-	-	-	-
Latin	6.7	-	-	6.7	4.8	-	-	4.8	5.75	-	-	5.75
Oriental Lang.	-	-	-	-	-	-	-	-	-	-	-	-
Russian	8.5	-	-	8.5	1.9	-	-	1.9	5.20	-	-	5.20
Spanish	78.4	7.4	-	85.8	65.4	9.0	(.5)	74.9	71.90	8.20	.25	80.35
Subtotal Foreign Languages	247.6	25.4	-	273.0	197.1	27.1	(.5)	224.7	222.35	26.25	.25	248.85
English	159.3	42.2	12.8(1.3)	215.6	177.9	44.6	7.5	230.0	168.60	43.40	10.80	222.80
Speech	28.3	1.0	-	29.3	29.3	1.8	-	31.1	28.80	1.40	-	30.20
Subject A	53.6	-	-	53.6	8.8	-	-	8.8	31.20	-	-	31.20

DAVIS CAMPUS

TABLE 21-A FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Philosophy	31.0	5.2	-	36.2	18.8	3.4	-	22.2	24.90	4.30	-	29.20
Total Humanities	613.1	105.5	19.7	738.3	515.2	119.7	18.0	652.9	564.15	112.60	18.85	695.60
Professions												
Agr. Education	-	12.2	4.0(19.5)	35.7	-	10.5	4.0(13.7)	28.2	-	11.35	20.60	31.95
Education	-	35.6	(28.0)	63.6	-	39.6	(38.6)	78.2	-	37.60	33.30	70.90
Subtotal Professions	-	47.8	51.5	99.3	-	50.1	56.3	106.4	-	48.95	53.90	102.85
Design	15.6	.7	-	16.3	12.5	26.4	-	38.9	14.05	13.55	-	27.60
Home Economics	19.8	53.3	7.5	80.6	23.8	31.3	4.8	59.9	21.80	42.30	6.15	70.25
Subtotal Professions	35.4	54.0	7.5	96.9	36.3	57.7	4.8	98.8	35.85	55.85	6.15	97.85
Total Professions	35.4	101.8	59.0	196.2	36.3	107.8	61.1	205.2	35.85	104.80	60.05	200.70
Medical Professions												
Anatomy	-	36.0	1.8	37.8	-	-	11.8	11.8	-	18.00	6.80	24.80
Avian Medicine	-	-	11.2	11.2	-	.6	4.3	4.9	-	.30	7.75	8.05
Clinical Path.	-	.5	12.0	12.5	-	-	12.5	12.5	-	.25	12.25	12.50
Clinical Sciences	-	7.1	69.9	77.0	-	-	75.7	75.7	-	3.55	72.80	76.35

DAVIS CAMPUS

TABLE 21-A FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1961

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Pathology	-	18.0	19.8	37.8	-	16.7	5.4	22.1	-	17.35	12.60	29.95
Physiological Sci.	-	12.8	3.3	16.1	-	71.9	3.0	74.9	-	42.35	3.15	45.50
Public Health	-	-	3.0	3.0	-	.2	65.5	65.7	-	.10	34.25	34.35
Vet. Microbiology	-	3.6	1.3	4.9	-	27.8	23.8	51.6	-	15.70	12.55	28.25
Total Vet. Medicine	-	78.0	122.3	200.3	-	117.2	202.0	319.2	-	97.60	162.15	259.75
Subtotal I&R Depts. (Excl. Apl. Sci.-Livermore, P.E. & Mil. Sci.)	1856.2	843.2	674.6	3374.0	1664.8	951.2	827.1	3443.1	1762.15	895.95	750.09	3408.19
Physical Educ.	45.2	11.3	(2.3)	58.8	50.6	14.8	(1.8)	67.2	47.90	13.05	2.05	63.00
Military Sci.	54.8	9.7	-	64.5	54.1	16.4	-	70.5	54.45	13.05	-	67.50
Total all I&R Depts. (Excl. Apl. Sci.-Livermore)	1956.2	864.2	676.9	3497.3	1769.5	982.4	828.9	3580.8	1864.50	922.05	752.14	3538.69
Total all Depts. of I&R (Excl. Vet. Med. & Apl. Sci.-Livermore)	1956.2	786.2	554.6	3297.0	1769.5	865.2	626.9	3261.6	1864.50	824.45	589.99	3278.94

DAVIS CAMPUS

TABLE 21-B FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL*				SPRING**				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agricultural Science												
Agr. Chemistry	-	-	10.8	10.8	-	-	18.3	18.3	-	-	14.55	14.55
Agr. Practice	2.4	-	-	2.4	4.3	-	-	4.3	3.35	-	-	3.35
Agronomy	10.6	6.3	39.3	56.2	-	8.1	36.5	44.6	5.30	7.20	37.90	50.40
Range Mgmt.	3.2	1.7	.5	5.4	-	2.3	3.5	5.8	1.60	2.00	2.00	5.60
Animal Husb.	41.1	30.2	40.5	111.8	3.3	35.3	42.5	81.1	22.20	32.75	41.50	96.45
Animal Physio.	-	2.8	4.0	6.8	-	1.4	4.0	5.4	-	2.10	4.00	6.10
Biochemistry & Biophysics	-	47.4	41.5	88.9	-	8.2	44.8	53.0	-	27.80	43.15	70.95
Entomology	2.6	20.3	25.8	48.7	10.4	14.7	32.0	57.1	6.50	17.50	28.90	52.90
Food Science & Technology	4.5	13.6	36.8	54.9	-	17.3	42.5	59.8	2.25	15.45	39.65	57.35
Genetics	-	33.6	28.8	62.4	-	30.3	12.8	43.1	-	31.95	20.80	52.75
Landscape Hort.	4.4	6.0	4.0	14.4	.1	3.7	5.5	9.3	2.25	4.85	4.75	11.85
Nematology	-	2.4	12.5	14.9	-	-	12.5	12.5	-	1.20	12.50	13.70
Nutrition	-	-	5.0	5.0	-	-	7.8	7.8	-	3.90	6.40	10.30

* Source - MSC Report, IS 720, Fall 1962 and Spring 1963

DAVIS CAMPUS

TABLE 21-B FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Plant Path.	-	9.3	23.8	33.1	-	7.3	43.3	50.6	-	8.30	33.55	41.85
Pomology	6.4	7.1	16.0	29.5	8.8	3.9	15.0	27.7	7.60	5.50	15.50	28.60
Poult. Husb.	1.9	1.9	28.0	31.8	.7	5.9	19.8	26.4	1.30	3.90	23.90	29.10
Soils & Pl. Nutr.	13.4	8.3	13.3	35.0	14.9	2.2	25.5	42.6	23.90	5.25	19.40	48.55
Veg. Crops	-	8.0	17.3	25.3	6.9	2.4	20.0	29.3	3.45	5.20	18.65	27.30
Viticulture	1.9	4.1	3.8	9.8	7.3	5.7	5.5	18.5	4.60	4.90	4.65	14.15
Water Sci. & Engineering	-	26.7	6.5	33.2	2.8	3.5	7.8	14.1	1.40	15.10	7.15	23.65
Subtotal Agr.	92.4	229.7	368.2	690.3	59.5	152.2	399.6	611.1	85.70	194.85	378.90	659.45
Agr. Economics	12.2	30.2	9.0	51.4	1.5	45.5	8.0	55.2	6.85	37.85	8.50	53.20
Int'l. Agr.	-	-	-	-	-	-	-	-	-	-	-	-
Total Agric. Sci.	104.6	259.9	377.2	741.7	61.0	197.7	407.6	666.3	92.55	232.70	387.40	712.65
Biological Sciences												
Bacteriology	-	13.5	12.3	25.8	45.9	1.8	42.8	90.5	22.95	7.65	27.55	58.15
Physiology	57.5	-	-	57.5	-	-	-	-	28.75	-	-	28.75
Zoology	68.8	63.6	16.3	148.7	78.8	52.3	21.3	152.4	73.80	57.95	18.80	150.55

DAVIS CAMPUS

TABLE 21-B FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1962

	FALL				SPRING				AVERAGE			
SUBJECT FIELD OR DEPARTMENT	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Botany	46.4	34.2	44.8	125.4	42.6	62.7	38.0	143.3	44.50	48.45	41.40	134.35
Total Bio. Sci.	172.7	111.3	73.4	357.4	167.3	116.8	102.1	386.2	170.00	114.05	87.75	371.80
Total Life Sci.	277.3	371.2	450.6	1099.1	228.3	314.5	509.7	1052.5	262.55	346.75	475.15	1084.45
Mathematics	197.2	46.4	43.5(1.5)*	288.6	192.1	56.4	45.5	294.0	194.65	51.40	45.25	291.30
Physical Sciences												
Chemistry	235.7	33.8	67.8	337.3	206.3	42.8	55.3	304.4	221.00	38.30	61.55	320.85
Geology	28.3	4.1	3.5	35.9	5.6	4.5	2.5	12.6	16.95	4.30	3.00	24.25
Physics	105.9	6.3	16.5	128.7	121.5	9.5	12.3	143.3	113.70	7.90	14.40	136.00
Total Physical Sciences	369.9	44.2	87.8	501.9	333.4	56.8	70.1	460.3	351.65	50.50	78.95	481.10
Engineering Science												
Agr. Engineering	3.1	4.9	1.0(1.2)	10.2	-	-	11.3(7.0)	18.3	1.55	2.45	10.25	14.25
Engineering	45.0	62.8	22.5	130.3	30.7	66.5	44.3	141.5	37.85	64.65	33.40	135.90
Apl. Sci.-Davis	-	-	-	-	-	-	-	-	-	-	-	-
Apl. Sci.-Livermore	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal College of Engineering	45.0	62.8	22.5	130.3	30.7	66.5	44.3	141.5	37.85	64.65	33.40	135.90

DAVIS CAMPUS

TABLE 21-B FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Subtotal Engr. (Excl. Apl. Sci.-Livermore)	48.1	67.7	24.7	140.5	30.7	66.5	62.6	159.8	39.40	67.10	43.65	150.15
Total MPE Science (Excl. Apl. Sci.-Livermore)	615.2	158.3	157.5	931.0	556.2	179.7	178.2	914.1	585.70	169.00	167.85	922.55
Social Science												
Economics	67.9	20.2	2.3	90.4	62.2	24.1	2.3	88.6	65.05	22.15	2.30	89.50
History	148.7	84.8	2.8	236.3	132.3	111.5	3.0	246.8	140.50	98.15	2.90	241.55
Political Sci.	86.4	50.0	4.8	141.2	87.0	48.6	8.8	144.4	86.70	49.30	6.80	142.80
Sociology	46.0	27.6	-	73.6	55.3	25.7	-	81.0	50.65	26.65	-	77.30
Anthropology	57.2	7.7	1.0	65.9	44.2	17.7	4.3	66.2	50.70	12.70	2.65	66.05
Psychology	60.8	24.1	-	84.9	82.0	27.2	-	109.2	71.40	25.65	-	97.05
Geography	38.0	8.8	-	46.8	26.6	15.0(.2)	-	41.8	32.30	12.00	-	44.30
Total Social Sci.	505.0	223.2	10.9	739.1	489.6	269.8	18.6	778.0	497.30	246.60	14.65	758.55
Humanities												
Art	60.6	25.2	11.0(1.3)	98.1	58.2	36.2	13.3	107.7	59.40	30.70	12.80	102.90
Dramatic Art	8.8	8.9	11.0	28.7	27.0	9.3	14.5	50.8	17.90	9.10	12.75	39.75

DAVIS CAMPUS

TABLE 21-B FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Music	24.5	4.7	(.7)	29.9	30.0	6.5	(.3)	36.8	27.25	5.60	.50	33.35
Subtotal Arts	93.9	38.8	24.0	156.7	115.2	52.0	28.1	195.3	104.55	45.40	26.05	176.00
Classics	2.4	-	-	2.4	6.0	-	-	6.0	4.20	-	-	4.20
French	106.5	15.1	4.3	125.9	87.0	23.3	4.3	114.6	96.75	19.20	4.30	120.25
German	86.7	10.8	.8	98.3	60.0	7.8	.8(2.2)	70.8	73.35	9.30	1.90	84.55
Greek	2.1	-	-	2.1	1.1	-	-	1.1	1.60	-	-	1.60
Italian	8.5	-	-	8.5	7.7	-	-	7.7	8.10	-	-	8.10
Latin	7.7	-	-	7.7	3.7	-	-	3.7	5.70	-	-	5.70
Oriental Lang.	-	-	-	-	-	-	-	-	-	-	-	-
Russian	6.8	-	-	6.8	6.1	-	-	6.1	6.45	-	-	6.45
Spanish	87.7	13.0	-	100.7	69.8	12.9	1.5(2.2)	86.4	78.75	12.95	1.85	93.55
Subtotal Foreign Languages	308.4	38.9	5.1	352.4	241.4	44.0	11.0	296.4	274.90	41.45	8.05	324.40
English	182.1	39.6	43.8(2.0)	267.5	197.7	52.7	41.3	291.9	189.90	46.15	43.55	279.60
Speech	31.3	2.4	-	33.7	34.5	2.6	-	37.1	32.90	2.50	-	35.40
Subject A	67.6	-	-	67.6	7.3	-	-	7.3	37.45	-	-	37.45

DAVIS CAMPUS

TABLE 21-B FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Philosophy	36.8	11.4	-	48.2	24.0	5.6	-	29.6	30.40	8.50	-	38.90
Total Humanities	720.1	131.1	74.9	928.3	620.1	156.9	80.4	857.4	670.10	144.00	77.65	891.75
Professions												
Agr. Education	-	7.2	4.5(18.9)	30.6	-	9.5	5.5(10.1)	25.1	-	8.35	19.50	27.85
Education	-	40.5	29.3	69.8	-	42.0	(36.8)	78.8	-	41.25	33.05	74.30
Subtotal Professions	-	47.7	52.7	100.4	-	51.5	52.4	103.9	-	49.60	52.55	102.15
Design	13.6	.9	-	14.5	10.0	14.9	-	24.9	11.80	7.90	-	19.70
Home Economics	16.4	50.6	4.0(.2)	71.2	20.8	56.8	3.0	80.6	18.60	53.70	3.60	75.90
Subtotal Professions	30.0	51.5	4.2	85.7	30.8	71.7	3.0	105.5	30.40	61.60	3.60	95.60
Total Professions	30.0	99.2	56.9	186.1	30.8	123.2	55.4	209.4	30.40	111.20	56.15	197.75
Medical Professions												
Anatomy	-	34.7	1.5	36.2	-	-	12.3	12.3	-	17.35	6.90	24.25
Avian Medicine	-	-	13.4	13.4	-	1.2	4.1	5.3	-	.60	8.75	9.35
Clinical Path.	-	-	24.7	24.7	-	-	12.4	12.4	-	-	18.55	18.55
Clinical Sciences	-	-	71.0	71.0	-	-	59.7	59.7	-	-	65.35	65.35

DAVIS CAMPUS

TABLE 21-B FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1962

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Pathology	-	18.3	8.1	26.4	-	17.3	18.8	36.1	-	17.80	13.45	31.25
Physiological Sci.	-	13.9	5.3	19.2	-	71.2	5.9	77.1	-	42.55	5.60	48.15
Public Health	-	.2	2.3	2.5	-	.3	13.8	14.1	-	.25	8.05	8.30
Vet. Microbiology	-	34.4	5.3	39.7	-	38.1	4.3	42.4	-	36.25	4.80	41.05
Total Vet. Medicine	-	101.5	131.6	233.1	-	128.1	131.3	259.4	-	114.80	131.45	246.25
Subtotal I&R Depts. (Excl. Apl. Sci.-Livermore, P.E. & Mil. Sci.)	2147.6	1086.7	882.4	4116.7	1925.0	1172.2	973.6	4070.8	2046.05	1132.35	922.90	4101.30
Physical Education	48.4	11.7	(3.0)	63.1	57.1	15.4	(2.7)	75.2	52.75	13.55	2.85	69.15
Military Science	18.1	14.0	-	32.1	15.9	20.4	-	36.3	17.00	17.20	-	34.20
Total all I&R Depts. (Excl. Apl. Sci.-Livermore)	2214.1	1112.4	885.4	4211.9	1998.0	1208.0	976.3	4182.3	2115.80	1163.10	925.75	4204.65
Total all I&R Depts. (Excl. Vet. Med. & Apl. Sci. - Livermore)	2214.1	1010.9	753.8	3978.8	1998.0	1079.9	845.0	3923.9	2115.80	1048.30	794.30	3958.40

DAVIS CAMPUS

TABLE 21-C FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL*				SPRING**				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agricultural Science												
Agr. Chemistry	-	-	12.8	12.8	-	-	15.25	15.25	-	-	14.03	14.03
Agr. Practice	2.3	-	-	2.3	3.87	-	-	3.87	3.09	-	-	3.09
Agronomy	8.8	5.5	46.3	60.6	-	10.80	53.25	64.05	4.40	8.15	49.78	62.33
Range Mgmt.	3.2	1.3	2.8	7.3	-	2.80	2.50	5.30	1.60	2.05	2.65	6.30
Animal Husb.	38.1	38.3	26.3	102.7	3.07	35.39	33.25	71.71	20.59	36.85	29.78	87.22
Animal Physio.	-	4.0	18.5	22.5	-	1.86	9.50	11.36	-	2.93	14.00	16.93
Biochemistry & Biophysics	-	42.2	57.3	99.5	-	28.41	58.75	87.16	-	35.31	58.03	93.34
Entomology	1.8	14.7	29.0	45.5	5.87	21.54	36.50	63.91	3.84	18.12	32.75	54.71
Food Science & Technology	3.9	14.0	29.3	47.2	-	16.66	45.25	61.91	1.95	15.33	37.27	54.55
Genetics	-	34.1	19.3	53.4	7.20	39.41	15.28	61.89	3.60	36.76	17.29	57.65
Landscape Hort.	3.8	5.7	5.8	15.3	-	2.07	2.75	4.82	1.90	3.89	4.28	10.07
Nematology	-	2.4	17.3	19.7	-	-	17.25	17.25	-	1.20	17.28	18.48
Nutrition	-	-	12.8	12.8	-	-	22.00	22.00	-	-	17.40	17.40

* Source - IS 720

**Source - Class Reports, Spring 1964, Registrar UCD

DAVIS CAMPUS

TABLE 21-C FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Plant Pathology	-	6.9	63.5	70.4	-	5.27	66.25	71.52	-	6.09	64.88	70.97
Pomology	3.7	7.0	15.5	26.2	4.14	5.20	19.50	28.84	3.92	6.10	17.00	27.02
Poult. Husb.	3.7	4.2	23.0	30.9	2.13	3.60	18.00	23.73	2.92	3.90	20.50	27.32
Soils & Pl. Nutr.	12.2	8.4	23.3	43.9	-	14.53	16.00	30.53	6.10	11.47	26.92	44.49
Vegetable Crops	-	6.4	22.3	28.7	5.07	2.19	24.00	31.26	2.54	4.30	23.15	29.99
Viticulture	4.8	4.3	4.0	13.1	13.07	7.87	9.75	30.69	8.94	6.09	6.88	21.91
Water Science & Engineering	-	24.8	14.3	39.1	6.20	4.14	21.00	31.34	3.10	14.47	17.65	35.22
Subtotal Agr.	86.3	224.2	443.4	753.9	50.62	201.74	486.03	738.39	68.49	213.01	471.52	753.02
Agr. Economics	10.8	39.5	33.8	84.1	-	49.55	38.00	87.55	5.40	44.53	35.90	85.83
Int'l. Agr.	-	-	-	-	-	2.66	15.50	18.16	-	1.33	7.75	9.08
Total Agriculture	97.1	263.7	477.2	838.0	50.62	253.95	539.53	844.10	73.89	258.87	515.17	847.93
Biological Sciences												
Bacteriology	32.3	9.7	13.5	55.5	30.95	9.46	39.00	79.41	31.63	9.58	26.25	67.46
Physiology	69.9	-	-	69.9	-	-	-	-	34.95	-	-	34.95
Zoology	87.2	68.8	26.3	182.3	104.19	47.19	33.50	184.88	95.70	58.00	29.90	183.60

DAVIS CAMPUS

TABLE 21-C FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Botany	47.0	36.5	31.5	115.0	39.96	59.16	34.75	133.87	43.48	47.83	33.13	124.44
Total Bio. Sci.	236.4	115.0	71.3	422.7	175.10	115.81	107.25	398.16	205.76	115.41	89.58	410.45
Total Life Sci.	333.5	378.7	548.5	1260.7	225.72	369.76	646.78	1242.26	279.65	374.28	604.45	1258.38
Mathematics	222.8	62.7	57.5	343.0	310.63	66.74	47.00	424.37	266.72	64.72	52.25	383.69
Physical Sciences												
Chemistry	271.5	41.2	68.8	381.5	230.13	41.53	57.25	328.91	250.83	41.37	63.03	355.23
Geology	30.7	3.3	4.3	38.3	4.80	15.73	8.75	29.28	17.75	9.52	6.53	33.80
Physics	111.1	16.0	19.3	146.4	125.00	8.60	22.25	155.85	118.05	12.30	20.78	151.13
Total Physical Sciences	413.3	60.5	92.4	566.2	359.93	65.86	88.25	514.04	386.63	63.19	90.34	540.16
Engineering Science												
Agr. Engineering	3.6	3.4	2.0	9.0	-	3.90	8.00	11.90	1.80	3.65	5.00	10.45
Engineering	52.6	92.8	29.5	174.9	36.09	105.10	62.00	203.19	44.35	98.95	45.75	189.05
Apl. Sci.-Davis	-	-	-	-	-	-	-	-	-	-	-	-
Apl. Sci.-Livermore	-	17.9	31.5	49.4	-	9.00	39.25	48.25	-	13.45	19.63	33.08
Subtotal College of Engineering	52.6	110.7	61.0	224.3	36.09	114.10	101.25	251.44	44.35	112.40	65.38	222.13

DAVIS CAMPUS

TABLE 21-C FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Subtotal Engr. (Excl. Apl. Sci.-Livermore)	56.2	96.2	31.5	183.9	36.09	109.00	70.00	215.09	46.15	102.60	50.75	199.50
Total MPE Science (Excl. Apl. Sci.-Livermore)	692.3	219.4	181.4	1093.1	706.65	241.60	205.25	1153.50	699.50	230.51	193.34	1123.35
Social Science												
Economics	71.7	37.5	15.0	124.2	79.51	28.07	9.00	116.58	75.61	32.79	12.00	120.40
History	190.9	118.9	15.0	324.8	153.48	141.71	17.50	312.69	172.19	130.31	16.25	318.75
Political Sci.	88.0	61.6	9.8	159.4	102.05	73.88	18.00	193.93	95.03	67.74	13.90	176.67
Sociology	57.6	39.0	-	96.6	52.41	33.06	-	85.47	55.00	36.03	-	91.03
Anthropology	63.4	19.5	10.5	93.4	56.63	35.73	7.50	99.86	60.02	27.62	9.00	96.64
Psychology	88.6	38.4	-	127.0	113.66	59.07	3.75	176.48	101.13	48.74	-	149.87
Geography	44.6	17.8	-	62.4	25.01	20.20	-	45.21	34.81	19.00	-	53.81
Total Social Sci.	604.8	332.7	50.3	987.8	582.75	391.72	55.75	1030.22	593.79	362.23	51.15	1007.17
Humanities												
Art	64.4	41.1	18.3	123.8	70.02	53.34	14.75	138.11	67.21	47.22	16.53	130.96
Dramatic Art	17.4	12.4	18.3	48.1	21.01	11.46	9.50	41.97	19.21	11.93	13.90	45.04

DAVIS CAMPUS

TABLE 21-C FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Music	35.2	6.5	6.0	47.7	29.11	6.60	3.46	39.17	32.16	6.75	4.73	43.64
Subtotal Arts	117.0	60.0	42.6	219.6	120.14	71.40	27.71	219.25	118.58	65.90	35.16	219.64
Classics	4.2	-	-	4.2	2.80	-	-	2.80	3.50	-	-	3.50
French	109.4	22.9	8.8	141.1	77.10	28.00	10.25	115.35	93.25	25.45	9.53	128.23
German	91.8	11.2	6.0	109.0	72.30	8.80	4.25	85.35	82.05	10.00	5.13	97.18
Greek	.8	.8	-	1.6	.53	.40	-	.93	.67	.60	-	1.27
Italian	25.6	-	-	25.6	16.61	-	-	16.61	21.11	-	-	21.11
Latin	12.0	1.2	-	13.2	3.74	2.60	-	6.34	7.87	1.90	-	9.77
Oriental Lang.	-	-	-	-	-	-	-	-	-	-	-	-
Russian	9.4	1.0	-	10.4	6.94	5.00	-	11.94	8.17	3.00	-	11.17
Spanish	107.3	19.2	.8	127.3	80.23	17.20	3.00	100.43	93.77	18.20	1.90	113.87
Subtotal Foreign Languages	360.5	56.3	15.6	432.4	260.25	62.00	17.50	339.75	310.39	59.15	16.56	386.10
English	209.5	68.6	55.3	333.4	227.89	72.48	63.50	363.87	218.70	70.54	59.40	348.64
Speech	30.9	4.0	-	34.9	29.54	4.60	-	34.14	30.22	4.30	-	34.52
Subject A	77.2	-	-	77.2	3.07	-	-	3.07	40.14	-	-	40.14

DAVIS CAMPUS

TABLE 21-C FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1963

	FALL				SPRING				AVERAGE			
SUBJECT FIELD OR DEPARTMENT	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Philosophy	52.0	11.6	-	63.6	47.02	8.40	-	55.42	49.51	10.00	-	59.51
Total Humanities	847.1	200.5	113.5	1161.1	687.91	218.88	108.71	1015.50	767.54	209.89	111.12	1088.55
Professions												
Agr. Education	-	8.5	52.8	61.3	-	9.67	39.50	49.17	-	9.09	46.15	55.24
Education	-	48.0	124.3	172.3	-	52.09	47.66	99.75	-	50.05	85.98	136.03
Subtotal Professions	-	56.5	177.1	233.6	-	61.76	87.16	148.92	-	59.14	132.13	191.27
Design	13.9	5.7	-	19.6	13.47	30.48	-	43.95	13.69	18.09	-	31.78
Home Economics	4.7	58.7	2.8	66.2	13.87	51.88	6.75	72.50	9.29	55.29	4.78	69.36
Subtotal Professions	18.6	64.4	2.8	85.8	27.34	82.36	6.75	116.45	22.98	73.38	4.78	101.14
Total Professions	18.6	120.9	179.9	319.4	27.34	144.12	93.91	265.37	22.98	132.52	136.91	292.41
Medical Professions												
Anatomy	-	36.1	2.3	38.4	-	.13	11.96	12.09	-	18.11	7.13	25.24
Avian Medicine	-	-	15.7	15.7	-	-	5.16	5.16	-	-	10.43	10.43
Clinical Path.	-	-	12.1	12.1	-	-	17.13	17.13	-	-	14.62	14.62

DAVIS CAMPUS

TABLE 21-C FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1963

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Clinical Sciences	-	6.9	76.9	83.8	-	-	55.69	55.69	-	3.45	66.30	69.75
Pathology	-	15.7	10.7	26.4	-	16.34	18.13	34.47	-	16.02	14.42	30.44
Physiological Sci.	-	12.7	4.1	16.8	-	57.83	12.25	70.08	-	35.27	8.18	43.45
Public Health	-	-	2.3	2.3	-	.13	11.98	12.11	-	.07	7.14	7.21
Vet. Microbiology	-	32.0	6.3	38.3	-	19.53	10.11	29.64	-	25.77	8.21	33.98
Total Vet. Medicine	-	103.4	130.4	233.8	-	93.96	142.41	236.37	-	98.69	136.43	235.12
Subtotal I&R Depts. (Excl. Apl. Sci.-Livermore, P.E. & Mil. Sci.)	2496.3	1355.6	1204.0	5055.9	2230.37	1460.04	1252.81	4943.22	2363.46	1408.12	1233.40	5004.98
Physical Education	56.2	14.8	-	71.0	61.64	15.74	2.27	79.65	58.92	15.27	1.14	75.33
Military Science	19.6	15.7	-	35.3	17.67	22.21	-	39.88	18.64	19.00	-	37.64
Total all I&R Depts. (Excl. Apl. Sci.-Livermore)	2572.1	1386.1	1204.0	5162.2	2309.68	1497.99	1255.08	5062.75	2441.02	1442.39	1234.54	5117.95
Total all I&R Depts. (Excl. Vet. Med. & Appl. Sci.-Livermore)	2572.1	1282.7	1073.6	4928.4	2309.68	1404.03	1112.67	4826.38	2441.02	1343.70	1098.11	4882.83

DAVIS CAMPUS

TABLE 21-D FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL*				SPRING**				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agricultural Science												
Agr. Chemistry	-	-	15.3	15.3	-	-	27.50	27.50	-	-	21.4	21.4
Agr. Practice	2.5	-	-	2.5	5.07	-	-	5.07	3.8	-	-	3.8
Agronomy	8.4	8.0	38.8	55.2	-	5.00	53.60	58.60	4.2	6.5	46.2	56.9
Range Mgmt.	7.2	2.0	-	9.2	-	1.33	-	1.33	3.6	1.7	-	5.3
Animal Husb.	54.6	42.2	49.5	146.3	4.54	31.26	32.75	68.55	29.6	36.7	41.1	107.4
Animal Physiol.	-	8.9	35.5	44.4	-	4.41	17.25	21.66	-	6.7	26.4	33.1
Biochemistry & Biophysics	-	46.2	62.5	108.7	-	33.61	60.50	94.11	-	39.9	61.5	101.4
Entomology	2.2	17.1	35.3	54.6	11.74	20.14	38.75	70.63	7.0	18.6	37.0	62.6
Food Sience & Technology	5.9	21.5	35.0	62.4	-	29.37	46.00	75.37	3.0	25.4	40.5	68.9
Genetics	-	31.3	42.8	74.1	8.00	53.82	29.00	90.82	4.0	42.6	35.9	82.5
Landscape Hort.	2.0	4.4	4.8	11.2	.13	3.27	3.25	6.65	1.1	3.8	4.0	8.9
Nematology	-	1.1	13.0	14.1	-	-	18.25	18.25	-	.6	15.6	16.2
Nutrition	-	-	15.8	15.8	-	-	14.50	14.50	-	-	15.2	15.2

DAVIS CAMPUS

TABLE 21-D FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Plant Pathology	-	7.2	58.3	65.5	-	2.00	70.00	72.00	-	4.6	64.2	68.8
Pomology	3.3	5.2	24.3	32.8	4.80	3.60	27.50	35.90	4.1	4.4	25.9	34.4
Poult. Husbandry	3.0	.9	15.3	19.2	1.33	3.94	19.50	24.77	2.2	2.4	17.4	22.0
Soils & Pl. Nutr.	9.4	7.9	23.5	40.8	-	13.68	25.25	38.93	4.7	10.8	24.4	39.9
Vegetable Crops	-	8.0	28.3	36.3	5.67	2.87	33.50	42.04	2.8	5.4	30.9	39.1
Viticulture	5.1	6.2	13.8	25.1	14.94	9.94	14.25	39.13	10.0	8.1	14.0	32.1
Water Science & Engineering	-	26.7	22.3	49.0	5.80	6.87	36.00	48.67	2.9	16.8	29.2	48.9
Subtotal Agr.	103.6	244.8	534.1	882.5	62.02	225.11	567.35	854.48	83.0	235.0	550.8	868.8
Agr. Economics	11.4	35.5	43.5	90.4	10.08	43.60	39.75	93.43	10.7	39.6	41.6	91.9
Int'l. Agr.	-	3.9	2.0	5.9	-	.33	3.00	3.33	-	2.1	2.5	4.6
Total Agriculture	115.0	284.2	579.6	978.8	72.10	269.04	610.10	951.24	93.7	276.7	594.9	965.3
Biological Sciences												
Bacteriology	31.7	14.8	16.3	62.8	42.42	11.07	59.00	112.49	37.1	12.9	37.7	87.7
Physiology	83.7	-	-	83.7	-	-	-	-	41.9	-	-	41.9
Zoology	89.9	83.5	28.8	202.2	104.32	65.48	39.25	209.05	97.1	74.5	34.0	205.6

DAVIS CAMPUS

TABLE 21-D FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Botany	58.0	39.1	37.8	134.9	50.14	58.15	55.00	163.29	54.1	48.6	46.4	149.1
Total Bio. Sci.	263.3	137.4	82.9	483.7	159.08	134.70	153.25	447.03	211.3	136.0	118.1	465.4
Total Life Sci.	378.3	421.6	662.5	1462.4	268.98	403.74	763.35	1436.07	323.9	412.7	713.0	1449.6
Mathematics	306.2	68.6	86.3	461.1	271.99	69.64	72.25	413.88	289.1	69.1	79.3	437.5
Physical Sciences												
Chemistry	358.7	45.4	95.8	499.9	310.50	54.86	85.50	450.86	334.6	50.1	90.7	475.4
Geology	37.9	10.4	7.8	56.1	10.67	17.52	7.50	35.69	24.3	14.0	7.7	46.0
Physics	131.3	19.9	31.5	182.7	148.17	13.00	37.75	198.92	139.7	16.5	34.6	190.8
Total Physical Sciences	527.9	75.7	135.1	738.7	469.34	85.38	130.75	685.47	498.6	80.6	133.0	712.2
Engineering Science												
Agr. Engineering	2.0	2.7	7.5	12.2	-	2.67	8.50	11.17	1.0	2.7	8.0	11.7
Engineering	66.5	142.0	60.8	269.3	43.89	128.99	91.25	264.13	55.2	135.5	76.0	266.7
Apl. Sci.-Davis	-	2.0	.8	2.8	-	-	-	-	-	1.0	.4	1.4
Apl. Sci.-Livermore	-	15.3	75.5	90.8	-	13.60	47.00	60.60	-	14.5	61.3	75.8

DAVIS CAMPUS

TABLE 21-D FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Subtotal College of Engineering	66.5	159.3	137.1	362.9	43.89	142.59	138.25	324.73	55.2	151.0	137.7	343.9
Subtotal Engr. (Excl. Apl. Sci. Livermore)	68.5	146.7	69.1	284.3	43.89	131.66	99.75	275.30	56.2	139.2	84.4	279.8
Total MPE Science (Excl. Apl. Sci.-Livermore)	902.6	291.0	290.5	1484.1	785.22	286.68	302.75	1374.65	843.9	288.9	296.7	1429.5
Social Sciences												
Economics	80.4	43.6	11.3	135.3	89.11	39.00	13.50	141.61	84.8	41.3	12.4	138.5
History	253.4	166.6	30.5	450.5	234.72	175.93	46.50	457.15	244.1	171.3	38.5	453.9
Political Sci.	145.8	90.4	10.3	246.5	164.88	86.35	18.00	269.23	155.3	88.4	14.2	257.9
Sociology	64.2	53.7	5.3	123.2	88.64	65.22	7.50	161.36	76.4	59.5	6.4	142.3
Anthropology	107.2	38.9	9.8	155.9	77.84	32.74	18.00	128.58	92.5	35.8	13.9	142.2
Psychology	163.6	54.1	18.0	235.7	151.87	74.43	19.50	245.80	157.7	64.3	18.8	240.8
Geography	60.1	27.3	.1	87.5	82.77	27.27	2.00	112.04	71.4	27.3	1.0	99.7
Total Social Sci.	874.7	474.6	85.3	1434.6	889.83	500.94	125.00	1515.77	882.2	487.9	105.2	1475.3

DAVIS CAMPUS

TABLE 21-D FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Humanities												
Art	85.3	48.7	40.3	174.3	91.77	55.20	40.75	187.72	88.5	52.0	40.5	181.0
Dramatic Art	25.0	13.7	13.3	52.0	38.21	23.00	17.50	78.71	31.6	18.4	15.4	65.4
Music	42.2	5.1	5.0	52.3	36.41	5.27	3.88	45.56	39.3	5.2	4.4	48.9
Subtotal Arts	152.5	67.5	58.6	278.6	166.39	83.47	62.13	311.99	159.4	75.6	60.3	295.3
Classics	7.6	-	-	7.6	4.00	-	-	4.00	5.8	-	-	5.8
French	172.8	25.3	8.5	206.6	128.44	17.07	13.83	159.34	150.6	21.2	11.2	183.0
German	121.9	13.8	1.8	137.5	100.31	9.80	5.25	115.36	111.1	11.8	3.5	126.4
Greek	1.6	.6	-	2.2	1.07	.20	-	1.27	1.3	.4	-	1.7
Italian	40.5	-	-	40.5	29.35	-	-	29.35	34.9	-	-	34.9
Latin	18.4	2.6	-	21.0	6.40	2.87	-	9.27	12.4	2.7	-	15.1
Oriental Lang.	1.6	1.2	-	2.8	1.07	.60	-	1.67	1.3	.9	-	2.2
Russian	10.1	1.8	-	11.9	7.20	5.60	-	12.80	8.7	3.7	-	12.4
Spanish	145.3	19.4	5.3	170.0	92.11	19.40	5.25	116.76	118.7	19.4	5.3	143.4
Subtotal Foreign Languages	519.8	64.7	15.6	600.1	369.95	55.54	24.33	449.82	444.8	60.1	20.0	524.9

DAVIS CAMPUS

TABLE 21-D FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
English	322.2	79.8	81.3	483.3	373.99	97.47	75.50	546.96	348.1	88.6	78.4	515.1
Speech	34.0	2.9	-	36.9	40.61	3.53	-	44.14	37.3	3.2	-	40.5
Subject A	133.4	-	-	133.4	16.41	-	-	16.41	74.9	-	-	74.9
Philosophy	56.4	23.7	-	80.1	46.42	11.53	-	57.95	51.4	17.6	-	69.0
Total Humanities	1218.3	238.6	155.5	1612.4	1013.77	251.54	161.96	1427.27	1115.9	245.1	158.7	1519.7
Professions												
Agr. Education	1.3	7.2	20.3	28.8	-	10.34	16.67	27.01	.7	8.8	18.5	28.0
Education	-	58.9	49.9	108.8	-	59.75	66.82	126.57	-	59.3	58.4	117.7
Subtotal Professions	1.3	66.1	70.2	137.6	-	70.09	83.49	153.58	.7	68.1	76.9	145.7
Design	17.5	3.9	-	21.4	16.68	23.08	-	39.76	17.1	13.5	-	30.6
Home Economics	3.1	62.9	8.8	74.8	10.87	57.94	10.00	78.81	7.0	60.4	9.4	76.8
Subtotal Professions	20.6	66.8	8.8	96.2	27.55	81.02	10.00	118.57	24.1	73.9	9.4	107.4
Total Professions	21.9	132.9	79.0	233.8	27.55	151.11	93.49	272.15	24.8	142.0	86.3	253.1
Medical Professions												
Anatomy	-	35.5	1.5	36.8	-	-	17.50	17.50	-	17.8	9.0	26.8

DAVIS CAMPUS

TABLE 21-D FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Avian Medicine	-	-	14.2	14.2	-	-	16.82	16.82	-	-	15.5	15.5
Clinical Path.	-	-	14.5	14.5	-	-	15.31	15.31	-	-	14.9	14.9
Clinical Sciences	-	7.1	84.2	91.3	-	-	67.22	67.22	-	2.6	75.7	78.3
Pathology	-	18.0	21.6	39.6	-	15.00	36.73	51.73	-	16.5	29.2	45.7
Physiological Sci.	-	14.1	15.5	29.6	-	75.03	30.50	105.53	-	44.6	23.0	67.6
Public Health	-	-	.8	.8	-	-	12.23	12.23	-	-	6.1	6.1
Vet. Microbiology	-	33.7	5.5	39.2	-	39.95	8.25	48.20	-	36.8	6.9	43.7
Total Vet. Medicine	-	108.2	157.8	266.0	-	129.98	204.56	334.54	-	118.3	180.3	298.6
Subtotal I&R Depts. (Excl. Apl. Sci.-Livermore, P.E. & Mil. Sci.)	3395.8	1666.9	1430.6	6493.3	2985.35	1723.99	1651.11	6360.45	3190.7	1694.9	1540.2	6425.8
Physical Education	68.0	13.1	-	81.1	74.04	15.61	2.75	92.40	71.0	14.4	1.4	86.8
Military Science	17.3	14.7	-	32.0	13.34	21.21	-	34.55	15.32	18.0	-	171.2
Total all I&R Depts. (Excl. Apl. Sci.-Livermore)	3481.1	1694.7	1430.6	6606.4	3072.73	1760.81	1653.86	6487.40	3414.9	1727.3	1541.6	6683.8

DAVIS CAMPUS

TABLE 21-D FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1964

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Total all I&R Depts. (Excl. Vet. Med. & Apl. Sci. - Livermore)	3481.1	1586.5	1272.8	6340.4	3072.73	1630.83	1449.30	6152.86	3414.9	1609.0	1361.3	6385.2

TABLE 21-E

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL*				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agricultural Sciences												
Agr. Chemistry	-	-	21.5	21.5	-	-	25.1	25.1	-	-	23.3	23.3
Agr. Practice	1.6	-	-	1.6	5.0	-	-	5.0	3.3	-	-	3.3
Agr. Toxicology	-	-	3.4	3.4	-	-	.6	.6	-	-	2.0	2.0
Agronomy	12.7	5.1	40.6	58.4	-	10.8	34.3	45.1	6.3	8.0	37.4	51.7
Range Mgmt.	7.2	2.7	.6	10.5	-	3.9	.6	4.5	3.6	3.3	.6	7.5
Animal Husb.	56.1	54.0	41.6	151.7	3.7	49.4	41.6	94.7	29.7	51.7	41.6	123.0
Animal Physio.	-	10.6	23.5	34.1	-	10.0	19.1	29.1	-	10.3	21.3	31.6
Biochemistry & Biophysics	-	37.8	62.5	100.3	-	41.1	61.6	102.7	-	39.4	62.0	101.4
Comparative Biochemistry	-	-	18.7	18.7	-	-	20.9	20.9	-	-	19.7	19.7
Entomology	4.5	13.8	33.1	51.4	19.8	22.7	29.7	72.2	12.1	18.3	31.4	61.8
Food Sci.&Tech.	5.5	22.6	42.2	70.3	-	23.7	44.2	67.9	2.7	23.1	43.3	69.1
Genetics	-	29.4	19.1	48.5	8.1	73.5	21.3	102.9	4.1	51.6	20.1	75.8
Land. Hort.	2.1	5.2	4.7	12.0	1.1	4.4	6.2	11.7	1.6	4.8	5.4	11.8

* Source "V" lists

TABLE 21-E

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Park Admin.		3.6		3.6		7.2		7.2		5.4		5.4
Nematology	-	2.6	12.0	14.6	-	-	14.7	14.7	-	1.3	13.3	14.6
Nutrition	-	-	14.2	14.2	-	-	16.7	16.7	-	-	15.5	15.5
Plant Pathology	-	10.0	50.5	60.5	-	8.4	48.2	56.6	-	9.2	49.5	58.7
Pomology	5.6	7.0	19.9	32.5	3.9	6.7	15.5	26.1	4.7	6.8	17.7	29.2
Poultry Husb.	4.1	3.0	13.6	20.7	1.4	5.1	12.2	18.7	2.8	4.1	12.9	19.8
Soils & Plant Nutrition	13.8	6.0	16.8	36.6	-	14.1	16.9	31.0	6.8	10.1	16.9	33.8
Vegetable Crops	-	6.6	25.6	32.2	8.7	1.1	25.1	34.9	4.4	3.8	25.4	33.6
Viticulture	4.7	4.3	8.9	17.9	18.3	6.5	11.0	35.8	11.5	5.4	10.1	27.0
Water Sci. & Eng.	-	28.5	15.0	43.5	8.9	8.5	21.7	39.1	4.5	18.5	18.5	41.5
Agr. Economics	14.4	39.2	54.6	108.2	7.6	47.3	40.8	95.7	11.0	43.2	47.7	101.9
Int'l. Agric.	-	4.1	2.0	6.1	-	1.7	2.8	4.5	-	2.9	2.4	5.3
Total Agriculture	132.3	296.1	544.6	973.0	86.5	346.1	530.8	963.4	109.1	321.2	538.0	968.3

TABLE 21-E

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Bacteriology	32.0	24.5	14.4	70.9	39.1	13.0	38.2	90.3	35.5	18.7	26.6	80.8
Physiology	47.6	-	-	47.6	-	-	-	-	23.6	-	-	23.6
Zoology	-	114.3	49.5	163.8	160.9	75.1	53.4	289.4	80.8	94.6	51.5	226.9
Botany	45.1	45.5	60.4	151.0	17.8	76.0	49.6	143.4	31.4	60.8	55.1	147.3
Biology	94.8	-	-	94.8	78.5	-	-	78.5	86.6	-	-	86.6
Microbiology	-	-	4.5	4.5	-	-	6.8	6.8	-	-	5.6	5.6
Total Bio. Sci.	219.5	184.3	128.8	532.6	296.3	164.1	148.0	608.4	257.9	174.1	138.8	570.8
Total Life Sci.	351.8	480.4	673.4	1505.6	382.8	510.2	678.8	1571.8	367.0	495.3	676.8	1539.1
Mathematics	386.1	85.0	94.2	565.3	302.0	102.9	76.5	481.4	343.8	94.0	85.2	523.0
Physical Sciences												
Chemistry	455.2	55.7	90.7	601.6	359.6	61.9	81.5	503.0	407.0	58.8	86.1	551.9
Geology	72.9	7.3	13.4	93.6	9.8	15.5	12.4	37.7	41.2	11.4	12.9	65.5
Physics	170.5	25.0	40.8	236.3	171.8	13.6	37.3	222.7	171.1	19.3	39.0	229.4
Astronomy	-	-	-	-	-	18.5	-	18.5	-	9.3	-	9.3
Total Phys. Sci.	698.6	88.0	144.9	931.5	541.2	109.5	131.2	781.9	619.3	98.8	138.0	856.1

TABLE 21-E
DAVIS CAMPUS
FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Engineering Science												
Agr. Engr. (Col. of Agr.)	2.2	5.6	.8	8.6	-	4.4	10.7	15.1	1.1	5.0	6.0	12.1
Apl. Sci.-Davis) Apl. Sci.-Livermore)	-	14.0	87.3	101.3	-	14.2	90.8	105.0	-	14.1	89.1	103.2
Agr. Engr. (Engr.)	-	1.2	.8	2.0	-	1.9	2.6	4.5	-	1.5	1.6	3.1
Chemical Engr.	-	6.7	16.6	23.3	-	7.5	14.9	22.4	-	7.1	15.9	23.0
Civil Engr.	-	26.5	20.5	47.0	-	34.5	17.5	52.0	-	30.5	18.9	49.4
Electrical Engr.	-	25.5	23.1	48.6	-	32.7	19.7	52.4	-	29.1	21.5	50.6
Mechanical Engr.	-	20.5	25.2	45.7	-	20.3	27.5	47.8	-	20.4	26.4	46.8
Engineering (General)	76.5	80.2	3.0	159.7	48.5	59.6	.8	108.9	62.4	69.8	1.9	134.1
Total Engineering	78.7	180.2	177.3	423.1	48.5	175.1	184.5	408.1	63.5	177.5	181.3	422.3
Total Engr. (Excl. Apl. Sci.-Livermore)	78.7	166.2	95.1	340.0	48.5	168.0	107.8	324.3	63.5	163.4	92.2	319.1
Total MPE Science (Excl. Apl. Sci., Livermore)	1163.4	339.2	334.2	1836.8	891.7	380.4	315.5	1587.6	1026.6	356.2	315.4	1698.2

TABLE 21-E

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Social Sciences												
Economics	87.3	47.7	17.0	152.0	99.5	46.8	30.3	176.6	93.5	47.2	23.7	164.4
History	344.2	208.3	35.3	587.8	279.7	216.3	42.9	538.9	311.7	212.3	39.3	563.3
Political Sci.	168.8	102.9	20.1	291.8	168.1	116.3	22.5	306.9	168.5	109.4	21.3	299.2
Sociology	78.7	72.8	8.7	160.2	91.9	82.6	7.8	182.3	85.3	77.7	8.2	171.2
Anthropology	104.1	34.4	21.1	159.6	78.0	63.4	18.9	160.3	91.0	49.0	20.1	158.7
Linguistics	-	1.0	-	1.0	-	-	10.1	10.1	-	.5	5.1	5.6
Psychology	205.8	97.7	22.5	326.0	196.7	107.0	19.1	322.8	201.2	102.4	20.9	324.5
Geography	89.1	30.4	6.9	126.4	59.6	42.0	6.2	107.8	74.3	36.2	6.8	117.3
Total Soc. Sci.	1078.0	595.0	131.6	1805.8	972.5	674.4	157.8	1795.6	1025.6	634.7	145.4	1805.6
Humanities												
Art	131.5	52.8	36.4	220.7	125.9	76.4	34.2	236.4	128.6	64.6	35.3	228.5
Dramatic Art	33.1	18.6	25.2	76.9	42.3	25.6	21.3	89.2	37.7	22.1	23.5	83.3
Music	48.7	8.5	4.3	61.5	54.3	13.6	3.6	71.5	51.5	11.1	3.8	66.4
Subtotal Arts	213.3	79.9	65.9	359.1	222.5	115.6	59.1	397.2	217.8	97.8	62.9	378.2

TABLE 21-E

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Classics, Greek, Latin	38.6	6.1	-	44.7	14.0	5.4	-	19.4	26.3	5.7	-	32.0
French	191.3	32.3	14.6	238.2	123.6	37.2	12.0	172.8	157.2	34.8	13.3	205.3
German	152.8	13.9	7.9	174.6	118.7	14.9	13.1	146.7	135.7	14.4	10.5	160.6
Italian	48.1	-	-	48.1	28.8	.6	-	29.4	38.4	-	-	38.4
Oriental Lang.	5.5	4.9	-	10.4	3.6	4.1	-	7.7	4.5	4.5	-	9.0
Russian	13.3	3.1	-	16.4	6.6	6.0	-	12.6	10.0	4.5	-	14.5
Spanish	164.1	21.8	6.1	192.0	127.0	20.1	9.6	156.7	145.5	21.0	8.0	174.5
Foreign Langs.	-	-	-	-	-	-	3.9	3.9	-	-	1.9	1.9
Subtotal Foreign Languages	613.7	82.1	28.6	724.4	422.3	88.3	38.6	549.2	518.0	85.2	33.6	636.2
English	391.0	101.5	87.5	580.0	436.5	119.7	76.5	632.7	413.7	110.7	81.9	606.3
American Lit.	-	-	-	-	-	.2	-	.2	-	.1	-	.1
Speech	48.1	2.5	-	50.6	45.0	4.3	-	49.3	46.5	3.4	-	49.9
Subject A	143.5	-	-	143.5	10.6	-	-	10.6	76.7	-	-	76.7

TABLE 21-E

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Philosophy	61.4	19.0	4.3	84.7	64.1	24.5	4.3	92.8	62.8	21.7	4.2	88.7
Total Humanities	1471.0	285.0	186.3	1942.3	1201.0	352.2	178.4	1731.6	1335.5	318.8	182.6	1836.4
Professions												
Agr. Education	1.4	8.9	48.4	58.7	-	10.3	21.7	32.0	.7	9.6	35.0	45.3
Education	-	63.2	100.3	163.5	-	66.1	119.9	186.0	-	64.7	110.8	175.5
Design	20.8	7.3	-	28.1	16.8	29.3	-	46.1	18.8	18.3	-	37.1
Home Economics	5.6	60.1	13.0	78.7	13.2	62.8	12.9	88.9	9.5	61.4	12.9	120.9
Law	-	-	-	-	-	-	-	-	-	-	-	-
Total Professions	27.8	139.5	161.7	329.0	30.0	168.5	154.5	353.0	29.0	154.0	158.7	378.8
Medical Professions												
Anatomy	-	54.1	1.5	55.6	-	.9	12.9	13.8	-	27.5	7.2	34.7
Avian Medicine	-	.3	12.9	13.2	-	.2	4.9	5.1	-	.2	8.9	9.1
Clinical Sciences	-	10.7	76.7	87.4	-	-	67.9	67.9	-	5.4	72.3	77.7
Pathology	-	18.7	19.4	38.1	-	19.0	18.5	37.5	-	18.8	19.0	37.8
Clinical Path.	-	-	11.9	11.9	-	-	10.2	10.2	-	-	11.0	11.0

TABLE 21-E
DAVIS CAMPUS
FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1965

SUBJECT FIELD OR DEPARTMENT	FALL				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Physiological Sci.	-	14.9	17.8	32.7	-	108.5	20.9	129.4	-	61.7	19.3	81.0
Public Health	-	-	-	-	-	-	12.3	12.3	-	-	6.1	6.1
Vet. Microbiology	-	35.7	3.8	39.5	-	33.0	23.7	56.7	-	34.3	13.7	48.0
Total Medical Professions	-	134.4	144.0	278.4	-	161.7	171.2	332.9	-	147.9	157.6	305.5
Military Science	12.3	13.5	-	25.8	16.1	19.9	-	36.0	14.2	16.7	-	30.9
Physical Education	75.4	18.1	-	93.5	77.6	16.9	5.5	100.0	76.5	17.5	2.7	96.7
Total all I&R Depts. (Excl. Apl. Sci.- Livermore)	4179.7	2005.3	1631.2	7816.2	3572.7	2284.2	1661.7	7518.6	3876.2	2144.6	1640.2	7667.1
Total all I&R Depts. (Excl. Vet. Med. & Apl. Sci. - Livermore)	4179.7	1870.9	1487.2	7537.8	3572.7	2122.5	1490.5	7185.7	3876.2	1996.7	1488.8	7361.7

TABLE 21-F

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1966
FTE = ENROLLMENT**

SUBJECT FIELD OR DEPARTMENT	FALL*				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agricultural Science																
Agr. Chemistry	-	-	22.5	22.5	-	-	18.7	18.7	-	-	19.8	19.8	-	-	20.3	20.3
Agr. Practice	2.8	-	0.4	3.2	4.3	0.1	-	4.4	3.9	-	-	3.9	3.7	-	0.1	3.8
Agr. Toxicology	-	2.1	1.4	3.5	-	-	2.3	2.3	-	-	3.1	3.1	-	0.7	2.3	3.0
Agronomy	-	8.4	29.7	38.1	19.6	14.5	28.3	62.4	3.9	5.1	36.4	45.4	7.8	9.3	31.5	48.6
Range Mgmt.	-	2.6	-	2.6	16.3	0.1	0.5	16.9	-	3.3	.3	3.7	5.4	2.0	.3	7.7
Animal Husb.	33.7	32.9	55.1	121.7	37.8	56.3	33.5	127.6	32.1	31.1	35.4	98.6	34.5	40.1	41.3	116.0
Animal Physio.	-	26.8	21.6	48.4	-	11.4	17.3	28.7	-	24.8	15.1	39.9	-	21.0	18.0	39.0
Biochemistry & Biophysics	-	41.1	75.1	116.2	-	64.3	69.8	134.1	-	44.0	69.6	113.6	-	49.8	71.5	121.3
Comp. Biochem.	-	-	18.8	18.8	-	-	24.2	24.2	-	-	24.8	24.8	-	-	22.6	22.6
Entomology	8.5	20.5	29.9	58.9	-	27.6	32.7	60.4	24.1	30.6	32.1	86.8	10.9	26.2	31.6	68.7
Food Science & Technology	5.6	23.1	37.3	66.0	-	27.0	38.3	65.3	-	30.1	33.7	63.8	1.9	26.7	36.4	65.0
Genetics	-	56.6	25.4	82.0	-	22.4	33.8	56.2	-	90.5	23.7	114.2	-	56.5	27.6	84.1

*Source "V" Lists
**Excluding Health Sciences

TABLE 21-F

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1966
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Landscape Hort.	9.1	0.8	6.0	15.9	1.3	5.7	8.0	15.0	1.1	5.8	6.7	13.6	3.8	4.1	6.9	14.8
Microbiology	-	-	13.4	13.4	-	-	13.0	13.0	-	-	11.5	11.5	-	-	12.6	12.6
Nematology	-	5.5	14.2	19.7	-	3.9	10.1	14.0	-	1.8	10.7	12.5	-	3.7	11.7	15.4
Nutrition	-	21.2	5.2	26.4	-	31.7	20.6	52.3	6.4	3.7	14.6	24.7	2.1	18.9	13.5	34.5
Park Admin.	-	7.0	-	7.0	-	0.3	-	0.3	-	4.6	-	4.6	-	4.0	-	4.0
Plant Pathology	-	8.0	49.7	57.7	-	2.2	50.0	52.2	-	4.0	58.9	62.9	-	4.7	52.9	57.6
Pomology	-	6.4	12.2	18.6	2.7	4.7	19.0	26.4	4.6	2.3	16.5	23.4	2.4	4.5	15.9	22.8
Poultry Husb.	4.5	25.1	20.4	50.0	4.7	9.6	17.6	31.9	5.1	12.4	23.4	40.9	4.8	15.7	20.5	40.9
Soils & Plant Nutrition	-	11.0	28.7	39.7	4.3	2.3	32.0	38.6	-	14.2	30.8	45.0	1.4	9.2	30.5	41.1
Vegetable Crops	-	9.4	29.1	38.5	-	9.0	16.9	25.9	6.0	4.0	20.8	30.8	2.0	7.5	22.3	31.8
Viticulture	-	4.3	18.4	22.7	23.5	6.9	6.2	36.6	6.0	5.6	5.5	17.1	9.8	5.6	10.0	25.4
Water Sci. & Engineering	11.2	3.1	36.1	50.4	-	22.5	20.8	43.3	10.8	13.7	28.2	52.6	7.3	13.1	28.4	48.8
Agr. Economics	7.7	43.4	71.1	122.2	4.5	44.8	54.1	103.3	2.9	57.4	59.1	119.4	5.0	48.5	61.4	114.9

TABLE 21-F

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1966

FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Int'l Agric.	-	3.6	-	3.6	-	3.7	6.4	10.0	-	2.0	.5	2.5	-	3.1	2.3	5.4
Total Agriculture	83.1	362.9	621.7	1067.7	119.0	371.0	574.1	1064.1	106.9	391.0	581.2	1079.1	102.8	374.9	592.3	1070.0
Biological Sciences																
Bacteriology	29.4	22.7	12.8	64.9	45.5	20.8	13.0	79.3	45.0	19.8	18.0	82.8	40.0	21.1	14.6	75.7
Biology	162.8	-	-	162.8	85.3	-	-	85.3	208.2	-	-	208.2	152.1	-	-	152.1
Botany	-	68.5	53.6	122.1	58.5	36.7	46.0	141.2	52.5	64.1	49.0	165.6	37.0	56.4	49.5	142.9
Physiology	27.3	-	-	27.3	47.5	-	-	47.5	-	-	-	-	24.9	-	-	24.9
Zoology	59.3	110.3	48.5	218.1	61.6	130.0	62.3	253.9	-	124.0	54.8	178.8	40.3	121.4	55.2	216.9
Total Bio. Sci.	278.8	201.5	114.9	595.2	298.5	187.5	121.2	607.2	305.7	207.9	121.8	635.4	294.3	199.0	119.3	612.6
Total Life Sci.	361.9	564.4	717.8	1644.1	417.5	558.5	671.1	1646.8	412.6	598.9	678.2	1689.7	397.1	573.9	689.2	1660.2
Mathematics	440.3	84.8	101.2	626.3	430.4	67.0	82.6	579.9	344.2	86.3	77.8	508.4	405.0	79.4	87.2	571.6
Physical Sciences																
Astronomy	-	-	-	-	13.7	-	-	13.7	10.5	-	-	10.5	8.1	-	-	8.1
Chemistry	505.4	63.4	96.9	665.7	331.5	84.9	85.9	502.4	353.9	73.9	84.9	512.6	396.9	74.1	89.2	560.2

TABLE 21-F
DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1966
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Geological Sci.	54.6	20.0	8.9	83.5	6.5	24.6	10.3	41.4	67.5	20.7	9.8	98.0	42.9	21.8	9.7	74.4
Physics	169.7	19.0	43.7	232.4	197.9	15.2	40.9	254.0	176.0	20.6	39.9	236.5	181.2	18.3	41.5	241.0
Total Physical Sciences	729.7	102.4	149.5	981.6	549.5	124.7	137.2	811.4	607.8	115.2	134.5	857.6	629.0	114.1	140.4	883.5
Engineering Science																
Agr. Engr.(Ag.)	-	6.6	-	6.6	3.3	0.1	7.9	11.3	-	5.6	.7	6.3	1.1	4.1	2.9	8.1
Agr. Engr.(Engr.)	-	3.0	4.7	7.7	-	2.3	5.3	7.6	-	6.4	5.3	11.7	-	3.9	5.1	9.0
Chemical Engr.	-	5.8	20.2	26.0	-	4.7	14.8	19.4	-	7.5	11.0	18.5	-	6.0	15.3	21.3
Civil Engr.	-	24.3	11.3	35.6	-	23.0	27.4	50.4	.4	26.3	36.1	62.8	.1	24.5	24.9	49.5
Electrical Engr.	-	24.1	26.8	50.9	-	38.0	28.3	66.8	-	46.1	28.5	74.6	-	36.1	28.0	64.1
Mechanical Engr.	-	18.2	29.5	47.7	-	13.0	29.5	42.5	-	24.5	28.4	52.9	-	18.6	29.1	47.7
Engineering (General)	78.0	118.0	-	196.0	49.2	102.2	-	151.4	30.3	75.9	-	106.2	52.5	98.7	-	151.2
Apl. Sci. - Davis	-	1.7	20.8	22.5	-	-	24.2	24.2	-	9.8	18.7	28.5	-	3.8	21.2	25.0
Apl. Sci. - Livermore	-	12.1	63.9	76.0	-	6.4	69.9	76.3	-	4.6	66.4	71.0	-	7.7	66.7	74.4

TABLE 21-F

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1966
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Total Engineering	78.0	213.8	177.2	469.0	52.5	189.5	207.9	450.0	30.7	206.8	195.0	432.5	53.7	203.4	193.4	450.5
Total Engr. (Excl. Apl. Sci. - Livermore)	78.0	201.7	113.3	393.0	52.5	183.1	138.0	373.7	30.7	202.2	128.6	361.5	53.7	195.7	126.6	376.0
Total MPE Science (Excl. Apl. Sci.-Livermore)	1248.0	388.9	364.0	2000.9	1032.4	374.8	357.8	1765.1	982.7	403.7	340.9	1727.5	1087.7	389.1	354.2	1831.0
Social Sciences																
American History & Literature	-	0.3	-	0.3	-	0.3	-	0.3	-	0.3	-	0.3	-	0.3	-	0.3
Anthropology	195.9	66.9	50.7	313.5	122.7	106.9	40.9	270.6	135.9	37.2	48.3	221.5	151.5	70.3	46.7	268.6
Economics	130.5	61.5	36.1	228.1	123.6	70.0	36.3	229.9	121.6	62.3	34.4	218.3	125.2	64.6	35.6	225.4
Geography	79.4	45.1	10.1	134.6	79.7	61.3	11.4	152.3	69.1	49.7	13.2	132.0	76.1	52.0	11.6	139.6
History	369.2	215.9	66.6	651.7	318.0	278.1	64.4	660.5	211.6	230.7	67.9	510.2	299.6	241.6	66.3	607.5
Political Sci.	218.3	152.3	24.5	395.1	201.6	128.5	38.1	368.1	121.8	218.3	39.3	379.4	180.6	166.3	34.0	380.9
Psychology	242.7	144.0	22.3	409.0	210.9	159.9	27.0	397.8	208.5	170.9	25.8	405.2	220.7	158.3	25.0	404.0
Sociology	108.4	72.5	13.8	194.7	113.8	81.7	31.9	227.3	100.8	129.8	31.6	262.2	107.7	94.7	25.8	228.2

TABLE 21-F

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1966
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Total Soc. Sci.	1344.4	758.2	224.5	2327.1	1170.2	886.7	250.0	2306.8	969.2	899.2	260.5	2128.9	1161.3	848.0	245.0	2254.3
Humanities																
Art	161.2	81.5	25.8	268.5	149.2	110.1	26.5	285.8	198.3	133.9	23.9	356.0	169.6	108.5	25.4	303.5
Dramatic Art	35.2	26.9	31.5	93.6	32.2	24.4	28.1	84.8	77.2	21.6	25.8	124.6	48.2	24.3	28.5	101.0
Music	50.9	12.6	8.7	72.2	58.1	11.8	10.8	80.7	43.4	13.4	6.6	63.4	50.8	12.6	8.7	72.1
Subtotal Arts	247.3	121.0	66.0	434.3	239.5	146.4	65.4	451.3	318.9	168.8	56.3	544.0	268.6	145.4	62.6	476.6
French	167.1	40.9	14.4	222.4	122.0	41.2	9.6	172.9	90.4	51.1	10.7	152.2	126.5	44.4	11.6	182.5
German	145.3	19.1	31.3	195.7	123.8	25.1	24.9	173.9	100.4	19.3	23.4	143.0	123.2	21.2	26.5	170.9
Greek, Latin	20.0	27.2	-	47.2	10.9	7.8	-	18.6	6.0	7.2	-	13.2	12.3	14.1	-	26.4
Italian	47.1	.6	-	47.7	37.7	.6	-	38.2	28.7	.6	-	29.3	37.8	.6	-	38.4
Oriental Lang.	12.4	4.1	.6	17.1	9.3	4.6	-	13.9	8.0	1.7	.3	10.0	9.9	3.5	.3	13.7
Portuguese	3.9	-	-	3.9	3.1	-	-	3.1	1.5	-	-	1.5	2.8	-	-	2.8
Russian	11.1	2.5	-	13.6	7.4	9.0	-	16.4	6.4	14.1	-	20.5	8.3	8.5	-	16.8
Sanskrit	-	1.3	-	1.3	-	1.6	-	1.6	-	1.3	-	1.3	-	1.4	-	1.4
Spanish	139.8	29.9	14.0	183.7	134.4	31.8	10.7	177.0	104.5	30.9	8.9	144.3	12.2	30.9	11.2	168.3

TABLE 21-F

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1966
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Foreign Languages	-	-	-	-	-	-	-	-	-	-	7.1	7.1	-	-	2.4	2.4
Subtotal Foreign Languages	546.7	125.6	60.3	732.6	448.7	121.7	45.2	615.6	346.0	126.0	49.9	521.8	447.1	124.4	51.8	623.3
English	484.4	172.1	102.9	759.4	586.8	155.6	100.6	843.0	383.1	205.0	105.3	693.4	484.8	177.6	102.9	765.3
Linguistics	-	-	.4	.4	-	0.2	3.2	3.4	4.9	1.1	3.4	9.4	1.6	.4	2.3	4.4
Philosophy	79.6	17.8	9.5	106.9	73.1	14.8	6.4	94.3	74.7	26.7	8.8	110.2	75.8	19.8	8.2	103.8
Rhetoric	26.3	5.6	-	31.9	42.8	5.9	-	48.7	48.8	11.3	-	60.1	39.3	7.6	-	46.9
Subject A	156.6	-	-	156.6	7.9	-	-	7.9	5.2	-	-	5.2	56.6	-	-	56.6
Total Humanities	1540.6	441.6	238.7	2220.9	1398.9	444.3	220.8	2063.9	1181.5	538.9	223.6	1944.0	1373.7	474.9	227.7	2076.2
Professions																
Agr. Education	1.9	2.8	37.3	42.0	-	7.6	28.3	35.8	-	13.4	24.3	37.7	.6	7.9	30.0	38.5
Consumer Sci.	4.0	34.3	16.5	54.8	2.5	61.8	16.6	80.9	-	97.3	18.8	116.1	2.2	64.5	17.3	84.0
Education	-	79.5	100.7	180.2	-	73.5	134.5	208.0	-	93.1	172.4	265.5	-	82.0	135.9	217.9
Design	-	9.4	-	9.4	-	21.8	-	21.8	-	27.4	-	27.4	-	19.5	-	19.5

TABLE 21-F

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1966
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Home Economics Ed.	-	-	2.1	2.1	-	-	-	-	-	-	-	-	-	-	.7	.7
Law	-	-	78.0	78.0	-	-	75.0	75.0	-	-	72.0	72.0	-	-	75.0	75.0
Total Professions	5.9	126.0	234.6	366.5	2.5	164.7	254.4	421.5	-	231.2	287.5	518.7	2.8	174.0	258.8	435.6
Medical Professions																
Anatomy	-	45.4	1.9	47.3	-	37.2	13.2	50.4	-	52.2	7.4	59.6	-	44.9	7.5	52.4
Clinical Path.	-	-	13.6	13.6	-	-	6.5	6.5	-	-	13.6	13.6	-	-	11.2	11.2
Clinical Sci.	-	10.9	82.2	93.1	-	-	77.5	77.5	-	19.0	67.4	86.4	-	10.0	75.7	85.7
Epidemiology & Prev. Med.	-	-	4.8	4.8	-	2.0	15.9	17.9	-	9.4	33.4	42.7	-	3.8	18.0	21.8
Pathology	-	23.3	21.3	44.6	-	23.6	22.5	46.1	-	19.3	31.1	50.3	-	22.1	25.0	47.1
Physiological Sci.	-	50.5	24.4	74.9	-	81.5	26.9	108.4	-	56.7	46.2	103.0	-	62.9	32.5	95.4
Vet. Microbiology	-	22.7	6.5	29.2	-	51.2	13.0	64.2	-	31.8	7.7	39.6	-	35.2	9.1	44.3
Total Medical Professions	-	152.8	154.7	307.5	-	195.5	175.6	371.1	-	188.4	206.7	395.1	-	178.9	179.0	357.9

TABLE 21-F

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1966
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Military Science	23.8	16.3	-	40.1	21.4	21.1	-	42.6	20.1	18.3	-	38.4	21.8	18.6	-	40.4
Physical Education	88.3	5.9	4.3	98.5	82.2	15.9	7.4	105.5	102.4	18.4	4.6	125.4	91.0	13.4	5.4	109.8
Total all I&R Departments	4612.8	2468.3	2021.3	9102.4	4125.1	2667.9	2031.2	8824.2	3668.5	2901.6	2093.2	8663.3	4135.4	2678.5	2048.6	8862.4
Total all I&R Departments (Exc. Vet. Med. & Apl. Sci. - Livermore)	4612.8	2303.4	1783.9	8700.1	4125.1	2466.0	1761.5	8352.6	3668.5	2708.6	1795.3	8183.7	4135.4	2491.9	1780.3	8407.5
Divisors used in Generating this FTE	15.48	15.48	4.85* 8.78		15.48	15.48	5.62* 7.62		15.58	15.58	5.82* 8.22					

NOTE: Small errors in addition may be due to rounding.

*Upper Figure refers to 200-299 series SCH, Lower Figure to 300-399 series SCH

Revised 9-5-67

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68*

FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
College of Agriculture & Environmental Sciences																
Agric. Economics	10.8	43.3	57.9	112.0	5.5	47.2	52.7	105.4	2.9	69.3	47.1	119.3	6.4	53.3	52.6	112.3
(Interntl Ag.)						(.3)	(6.4)	(6.7)		(.2)		(.2)		(.2)	(2.1)	(2.3)
(Consum Econ.)						(5.8)		(5.8)		(16.8)		(16.8)		(7.5)		(7.5)
Agric. Engr.		9.3	.7	10.1	3.4	1.9	10.3	15.6		5.6	2.6	8.3	1.1	5.6	4.5	11.2
(Physiology)		(.5)		(.5)		(.5)		(.5)						(.3)		(.3)
(Intern Ag.)		(.3)		(.3)		(.1)		(.1)		(.1)		(.1)		(.4)		(.4)
(Atmos Sci.)		(.8)		(.8)		(.6)		(.6)		(.4)		(.4)		(.6)		(.6)
Agr. Practices	3.7			3.7	4.5			4.5	4.8			4.8	4.3			4.3
Appl. Beh. Sci.	3.7	75.5	58.6	137.3		102.1	32.1	134.2	1.4	157.3	40.5	199.2	1.7	111.6	43.7	157.0
(Ag Educ.)		(3.7)	47.5	51.2		(8.2)	25.6	33.8		(10.6)	27.8	38.4		(7.5)	33.6	(41.1)
(Design)		(15.0)		(15.0)		(32.1)		(32.1)		(34.8)		(34.8)		(27.3)		(27.3)
(Home Ec. Ed.)			(5.4)	(5.4)							(3.6)	(3.6)			(3.0)	(3.0)
(Home Mgmt.)		(10.8)		(10.8)		(3.2)		(3.2)		(2.5)		(2.5)		(5.5)		(5.5)
(Human Dev.)	(3.7)	(46.0)	(5.7)	(55.4)		(58.5)	(6.5)	(65.1)	(1.4)	(109.3)	(9.1)	(119.8)	(1.7)	(71.3)	(7.1)	(80.1)
Agr. Toxicology		2.1	1.6	3.8			1.5	1.5			6.9	6.9		.7	3.3	4.0
(Agr. Chem.)											(.2)	(.2)			(.1)	(.1)
Agronomy		18.8	33.0	51.8	39.4	48.3	30.4	118.1	4.1	3.8	31.9	39.8	14.5	23.6	31.7	69.8
(Plant Sci.)					(20.9)	(8.2)		(29.1)					(7.0)	(2.7)		(9.7)
(Range Mgmt.)		(4.6)	(.5)	(5.1)	(18.5)	(5.7)	(.8)	(25.0)		(.3)	(.5)	(.8)	(6.2)	(3.5)	(.6)	(10.3)

SOURCE: RE-035

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Agronomy (continued)																
(Genetics)		(5.4)	(1.7)	(7.1)		(24.7)	(1.0)	(25.7)			(1.0)	(1.0)		(10.0)	(1.2)	(11.2)
(Interntl Ag.)						(5.6)		(5.6)						(1.9)		(1.9)
Animal Physiol.		19.0	12.0	30.9		16.0	26.8	42.8		38.3	12.4	50.7		24.4	17.1	41.5
(Animal Sci.)										(5.7)		(5.7)		(1.9)		(1.9)
Animal Science	30.9	79.4	45.6	155.9		88.0	46.3	134.3	39.8	42.4	65.0	147.2	23.6	69.9	52.3	145.8
(Physiology)		(55.4)	(22.4)	(77.8)		(35.4)	(5.2)	(40.7)		(15.6)	(18.2)	(33.7)		(35.5)	(15.3)	(50.8)
(An. Genetics)		(11.0)	(3.4)	(14.4)		(1.5)	(2.9)	(4.4)		(.8)	(3.1)	(4.0)		(4.4)	(3.2)	(7.6)
(Nutrition)		(10.6)	(6.1)	(16.8)		(29.5)	(6.7)	(36.3)		(8.5)	(7.6)	(16.1)		(16.2)	(6.8)	(23.0)
(Animal Bio.)						(9.6)	(6.9)	(16.5)						(3.2)	(2.3)	(5.5)
Biochem. & Biophy.		48.3	88.1	136.4		77.7	71.4	149.1		71.8	70.9	142.7		65.9	76.8	142.7
(Comp. Biochem.)			(1.4)	(1.4)							(1.5)	(1.5)			(1.0)	(1.0)
(Micro-Biology)			(1.1)	(1.1)			(1.5)	(1.5)			(1.5)	(1.5)			(1.3)	(1.3)
Consumer Sci.	4.9	2.6	17.7	25.2		34.1	9.0	43.1	9.9	21.4	19.5	53.8	4.9	19.4	15.4	39.7
(Agr. Chem.)			(1.8)	(1.8)			(2.0)	(2.0)			(3.0)	(3.0)			(2.2)	(2.2)
(Foods)		(.8)	(1.4)	(2.2)		(14.5)	(.3)	(14.8)		(17.0)	(1.5)	(18.5)		(10.8)	(1.1)	(11.9)
(Text & Cloth)	(4.9)	(1.9)	(14.6)	(21.4)		(19.5)	(6.9)	(26.4)	(9.9)	(4.4)	(15.0)	(29.3)	(4.9)	(8.6)	(12.2)	(25.7)
Entomology	12.4	26.9	33.8	73.1		28.7	36.6	65.3	24.0	30.0	50.4	104.4	12.1	28.5	40.3	80.9
(Physiology)											(1.3)	(1.3)			(.4)	(.4)
Food Sci & Tech.	7.2	21.7	65.3	94.6		19.0	72.7	91.7		26.6	55.9	82.5	2.4	22.4	64.6	89.4
(Ag Sci & Mgmt)							(2.5)	(2.5)							(.8)	(.8)

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Food Sci & Tech (continued)																
(Agric Chem)			(14.4)	(14.4)			(11.1)	(11.1)			(7.6)	(7.6)			(11.1)	(11.1)
(Comp Biochem.)			(9.9)	(9.9)			(8.2)	(8.2)			(8.3)	(8.3)			(8.8)	(8.8)
(Microbiology)			(8.7)	(8.7)			(7.9)	(7.9)			(8.3)	(8.3)			(8.3)	(8.3)
(Nutrition)							(1.5)	(1.5)			(2.6)	(2.6)			(1.4)	(1.4)
Genetics		66.6	17.9	84.5	31.2	46.9	33.7	111.8		34.7	29.2	63.9	10.4	49.4	26.9	86.7
(Microbiology)							(.5)	(.5)			(.7)	(.7)			(.4)	(.4)
Envir. Hort.	2.5	2.8	3.6	8.8	11.4	13.0	3.4	27.8	14.9	10.0	2.8	27.7	9.6	8.6	3.3	21.5
(Park Admin.)		(1.7)		(1.7)		(10.1)		(10.1)		(3.5)		(3.5)		(5.1)		(5.1)
(Plant Sci.)										(4.8)		(4.8)		(1.6)		(1.6)
Nematology		3.1	17.1	20.2		3.8	12.6	16.4		1.0	11.0	12.1		2.6	13.6	16.2
Nutrition		22.7	26.3	49.0		18.2	12.7	30.9	17.9	6.0	24.0	47.9	6.0	15.6	21.0	42.6
(Inst. Mgmt.)		(4.2)		(4.2)		(2.3)		(2.3)		(4.2)		(4.2)		(3.5)		(3.5)
Plant Pathology		9.5	54.2	63.7		.3	45.5	45.7		3.4	58.3	61.7		4.4	52.7	57.1
(Comp Biochem.)											(.8)	(.8)			(.3)	(.3)
Pomology		4.5	12.7	17.2		3.2	22.6	25.8	5.6	40.3	16.4	62.4	1.9	16.0	17.2	35.1
(Plant Sci.)		(2.0)		(2.0)						(3.3)		(3.3)		(1.8)		(1.8)
(Genetics)			(.2)	(.2)			(3.8)	(3.8)		(34.5)		(34.5)		(11.5)	(1.3)	(12.8)
Poultry Husb.	3.9	6.3	18.2	28.4	2.5	1.0	29.6	33.0		12.1	11.5	23.7	2.1	6.5	19.8	28.4
(Animal Sci.)	(3.9)	(1.1)	(11.7)	(16.7)	(2.5)	(.1)	(8.3)	(10.9)		(.2)	(1.0)	(1.2)	(2.1)	(.5)	(7.0)	(9.6)
(Physiology)		(3.2)	(6.5)	(9.7)		(.8)	(9.7)	(10.6)		(11.9)	(10.5)	(22.5)		(5.3)	(8.9)	(14.2)

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Poultry Husb. (continued)																
(Intern Ag.)		(1.8)		(1.8)										(.6)		(.6)
(Nutrition)		(.2)		(.2)			(11.5)	(11.5)						(.1)	(3.8)	(3.9)
Soils & Pl. Nutr.		11.3	16.7	28.0	7.6	1.8	23.3	32.8		17.8	16.9	34.7	2.5	10.3	19.0	31.8
(Soil & Wtr. Sci.)		(11.0)		(11.0)	(7.6)			(7.6)					(2.5)	(3.7)		(6.2)
(Microbiology)			(.7)	(.7)			(1.5)	(1.5)			(1.0)	(1.0)			(1.1)	(1.1)
(Agric Chem.)											(.7)	(.7)			(.2)	(.2)
(Ag Sci & Mgmt.)										(1.1)	(.2)	(1.3)		(.4)	(.1)	(.5)
(Interntl Ag.)											(.3)	(.3)			(.1)	(.1)
(Plant Sci.)										(4.9)		(4.9)		(1.6)		(1.6)
Vegetable Crops		12.5	28.0	40.5		10.8	18.0	28.8	14.0	2.1	26.3	42.4	4.7	8.5	24.1	37.3
(Ag Sci & Mgmt.)			(2.0)	(2.0)											(.7)	(.7)
(Plant Sci.)		(2.0)		(2.0)					(14.0)			(14.0)	(4.7)	(.7)		(5.4)
Viticulture & Enol.		6.8	18.2	25.0	34.2	4.6	16.9	55.7		4.7	7.6	12.3	11.4	5.4	14.2	31.0
(Plant Sci.)		(2.0)		(2.0)										(.7)		(.7)
(Microbiology)			(1.6)				(.7)	(.7)			(.2)	(.2)			(.8)	(.8)
Water Sci & Engr.	15.7	5.0	24.2	44.8		20.4	12.4	32.8	14.0	11.6	17.6	43.2	9.9	12.3	18.1	40.3
(Soil & Wtr Sci)	(15.7)			(15.7)		(8.6)		(8.6)					(5.2)	(2.9)		(8.1)
(Comp. Biochem.)			(.7)	(.7)			(.7)	(.7)			(1.5)	(1.5)			(1.0)	(1.0)
(Atmos. Sci.)									(5.0)			(5.0)	(1.6)			(1.6)
Total Col. of Ag.	95.7	497.9	650.4	1244.0	139.8	587.7	620.5	1348.0	153.2	610.4	624.7	1388.6	129.6	565.3	631.9	1326.8

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
College of Engineering																
Engr. Agric.	9.0	9.0	6.0	23.9	19.6	13.6	5.9	39.0	8.5	4.3	11.1	23.9	12.4	9.0	7.6	29.0
(Engr. Civil)	(3.2)			(3.2)					(4.1)			(4.1)	(2.4)			(2.4)
(Engr. Gen.)	(5.7)	(7.5)		(13.2)	(19.6)	(11.8)		(31.4)	(4.4)			(4.4)	(9.9)	(6.4)		(16.3)
Engr. Chemical		20.6	14.5	35.2		14.3	12.4	26.7		19.1	11.5	30.6		18.0	12.8	30.8
(Engr. Gen.)		(12.8)		(12.8)		(3.8)		(3.8)		(15.2)		(15.2)		(10.6)		(10.6)
Engr. Civil	21.6	49.1	23.1	93.8	12.6	39.8	31.6	83.9	8.0	28.7	26.8	63.5	14.1	39.2	27.2	80.5
(Consumer Econ.)											(2.0)	(2.0)			(.7)	(.7)
(Engr. Gen.)	(20.0)	(14.7)		(34.7)	(12.6)	(16.4)		(28.9)	(7.7)	(.8)		(8.4)	(13.4)	(10.6)		(24.0)
(Engr. Mech.)											(1.6)	(1.6)			(.5)	(.5)
Engr. Elect.	32.7	54.0	29.7	116.4	28.7	61.1	43.0	132.9	33.5	46.2	41.5	121.2	31.6	53.8	38.1	123.5
(Engr. Gen.)	(32.7)	(21.8)		(54.5)	(28.7)	(7.9)		(36.7)	(33.5)	(6.0)		(39.4)	(31.6)	(11.9)		(43.5)
Engr. Mech.	43.8	70.3	39.1	153.4	7.0	71.7	30.9	109.7	20.9	87.0	29.0	136.9	23.9	76.3	33.0	133.2
(Engr. Gen.)	(43.8)	(50.6)		(94.5)	(7.0)	(51.4)		(58.4)	(20.9)	(50.8)		(71.8)	(23.9)	(50.9)		(74.8)
Appl. Sci-Davis		8.3	29.3	37.6		2.2	47.9	50.1		10.5	21.7	32.3		7.0	33.0	40.0
(Engr. Gen.)		(3.1)		(3.1)		(2.2)		(2.2)						(1.8)		(1.8)
(Engr. Elect.)			(.5)	(.5)											(.2)	(.2)
Appl. Sci-Lvmore		12.1	73.8	85.9		8.7	53.9	62.6		4.2	78.6	82.7		8.3	68.8	77.1
Total Col. of Engineering	107.1	223.5	215.5	546.2	67.9	211.4	225.6	504.9	70.9	200.0	220.2	491.1	82.0	211.6	220.4	514.0

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
School of Law			154.0	154.0			158.0	158.0			158.0	158.0			157.0	157.0
College of Letters & Science																
Anthropology	180.3	68.0	56.0	304.4	196.9	135.5	51.7	384.1	135.3	192.5	36.8	364.6	170.9	132.0	48.2	351.1
(Linguistics)		(.6)	(3.4)	(4.0)		(.3)	(6.2)	(6.5)	(7.8)	(1.0)	(4.1)	(12.9)	(2.6)	(.6)	(4.6)	(7.8)
(Oriental Lang)	(21.5)	(7.9)		(29.3)	(15.0)	(11.5)	(1.0)	(27.5)	(11.9)	(7.4)		(19.3)	(16.1)	(8.9)	(.3)	(25.3)
(Interntl Ag)										(1.7)		(1.7)			(.6)	(.6)
Art	191.2	109.9	28.4	329.5	179.6	133.4	39.1	352.1	164.3	143.3	28.0	335.6	178.4	128.8	31.8	339.0
Bacteriology	58.5	17.9	26.0	102.4	59.2	16.3	20.8	96.3	75.4	21.5	19.1	116.1	64.4	18.6	22.0	105.0
(Biology)	(25.3)			(25.3)	(15.0)			(15.0)	(24.2)			(24.2)	(21.5)			(21.5)
(Microbiology)							(.3)	(.3)							(.1)	(.1)
Botany	73.1	89.5	57.0	219.6	62.0	56.7	40.6	159.3	187.0	60.6	48.3	295.9	107.4	68.9	48.6	224.9
(Compar Biochem)							(1.3)	(1.3)			(1.0)	(1.0)			(.8)	(.8)
(Biology)	(39.9)			(39.9)	(24.3)	(.4)		(24.7)	(144.5)			(144.5)	(69.6)	(.1)		(69.7)
(Biological Sci)										(15.4)		(15.4)		(3.4)		(3.4)
(Bacteriology)		(4.1)		(4.1)										(1.4)		(1.4)
(Plant Sci)						(3.7)		(3.7)						(1.2)		(1.2)
Chemistry	442.0	71.6	101.3	613.9	351.9	95.9	80.5	528.3	349.8	90.9	82.9	523.6	381.2	86.2	87.9	555.3
Dramatic Art	58.0	37.7	17.8	113.4	51.2	39.4	24.1	114.8	83.8	30.9	24.1	138.8	64.3	36.0	22.0	122.3

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Economics	149.6	64.2	56.0	269.8	140.5	76.5	60.0	277.0	121.8	87.5	51.1	260.4	137.3	76.0	55.9	269.2
Education		91.4	137.5	228.9		90.3	163.2	253.5		103.1	195.1	298.2		94.9	165.3	260.2
English	401.9	187.4	127.8	717.1	436.3	186.9	105.9	729.1	418.0	222.1	112.0	752.1	418.7	198.8	115.2	732.7
(American Lit)						(.3)		(.3)						(.1)		(.1)
French & Italian	215.3	24.2	22.9	262.4	182.6	34.1	20.6	237.3	144.3	34.1	20.8	199.2	180.7	30.8	21.4	232.9
(French)	(161.1)	(23.3)	(22.9)	(207.2)	(141.1)	(33.5)	(16.0)	(190.6)	(116.4)	(33.7)	(20.8)	(171.3)	(139.5)	(30.2)	(19.9)	(189.6)
(Italian)	(54.2)	(1.0)		(55.2)	(41.5)	(.6)		(42.1)	(27.9)	(.4)		(28.3)	(41.2)	(.6)		(41.8)
(Linguistics)							(4.6)	(4.6)							(1.5)	(1.5)
Geography	62.0	58.6	15.0	135.6	32.9	50.4	12.9	96.2	57.3	67.8	11.1	136.2	50.7	58.9	13.0	122.6
Geology	26.5	30.2	10.5	67.2	5.9	19.3	8.7	33.9	5.4	18.1	13.4	36.9	12.6	22.6	10.9	46.1
German & Russ	167.1	28.8	46.5	242.4	151.4	37.8	45.1	234.3	121.9	37.8	50.6	210.3	146.8	34.8	47.4	229.0
(German)	(139.8)	(25.4)	(46.5)	(211.7)	(135.2)	(23.7)	(45.1)	(204.0)	(108.6)	(24.8)	(50.6)	(184.0)	(127.9)	(24.7)	(47.4)	(200.0)
(Russian)	(27.3)	(3.4)		(30.7)	(16.2)	(14.1)		(30.3)	(13.3)	(13.0)		(26.3)	(18.9)	(10.1)		(29.0)
History	268.8	273.5	71.3	713.6	334.1	334.4	75.6	744.0	219.5	263.7	92.9	576.0	307.4	290.5	79.9	677.8
Mathematics	493.9	102.0	92.0	687.9	468.8	92.7	72.0	633.5	370.0	94.6	55.2	519.8	444.3	96.4	73.1	613.8
Military Sci	21.1	21.4		42.6	17.8	24.7		42.5	16.7	21.7		38.3	18.5	22.6		41.1

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Music	54.0	10.6	7.0	71.7	48.3	13.1	5.3	66.7	44.6	11.6	6.9	63.2	49.0	11.8	6.4	67.2
Philosophy	79.2	40.0	3.6	122.8	77.9	38.6	11.1	127.6	65.4	36.3	8.6	110.3	74.1	38.3	7.8	120.2
Physical Ed	105.7	11.9	3.1	120.7	95.1	21.9	11.2	128.2	115.5	15.8	9.8	141.1	105.5	16.6	8.0	130.1
(Physiology)											(1.2)	(1.2)			(.4)	(.4)
Physics	204.8	23.7	50.6	279.1	228.2	21.0	40.8	290.0	251.5	32.2	37.4	321.1	228.2	25.6	42.9	296.7
(Astronomy)					(14.2)			(14.2)	(9.6)			(9.6)	(7.9)			(7.9)
Political Sci	192.1	200.6	44.6	437.4	163.5	179.6	42.8	385.9	119.3	229.8	43.7	392.9	158.3	203.4	43.7	405.4
Psychology	309.6	210.1	17.8	537.5	293.8	243.8	19.2	556.8	242.2	272.0	17.9	532.1	281.8	242.0	18.3	542.1
Rhetoric	33.3	15.4		48.7	34.7	18.8	.7	54.2	33.2	18.1	1.7	52.9	33.7	17.4	.8	51.9
Sociology	115.8	92.8	33.6	242.3	88.3	101.9	38.7	228.9	91.1	123.9	31.8	246.8	98.4	106.2	34.7	239.3
Spanish & Class	169.6	62.9	21.6	254.2	146.5	52.8	19.7	218.9	170.0	47.0	12.3	229.3	162.1	54.2	17.9	234.2
(Portuguese)	(3.4)	(1.0)		(4.4)	(2.3)			(2.3)	(1.6)			(1.6)	(2.3)	(.3)		(2.6)
(Latin)	(12.7)	(2.5)		(15.2)	(8.2)	(1.5)		(9.8)	(4.2)	(1.6)		(5.7)	(8.4)	(1.8)		(10.2)
(Greek)	(2.9)	(1.7)		(4.6)	(2.2)	(.3)		(2.5)	(1.9)	(.5)		(2.5)	(2.4)	(.8)		(3.2)
(Classics)	(3.9)	(19.6)		(23.5)	(5.1)	(7.9)		(13.0)	(47.9)			(47.9)	(19.0)	(9.2)		(28.2)
(Linguistics)							(2.9)	(2.9)							(1.0)	(1.0)
Subject A	196.0			196.0	9.9			9.9	6.7			6.7	70.9			70.9

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68
FTE = ENROLLMENT

SUBJECT FIELD OR DEPARTMENT	FALL				WINTER				SPRING				AVERAGE			
	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Zoology	232.4	72.7	65.1	370.3	161.3	121.9	52.7	336.0	84.1	147.7	62.7	294.4	159.3	114.1	60.2	333.6
(Physiology)	(38.0)		(4.9)	(42.9)	(47.7)			(47.7)					(28.6)		(1.6)	(30.2)
(Biology)	(125.5)			(125.5)	(32.2)			(32.2)	(51.8)			(51.8)	(69.9)			(69.9)
TOTAL - College of L & S	4602.0	2017.2	1112.6	7731.6	4018.6	2237.9	1063.0	7319.4	3694.1	2424.6	1074.2	7192.9	4104.9	2226.5	1083.3	7414.7
School of Medicine							3.4	3.4		.1	2.3	2.4			1.9	1.9
School of Veterinary Medicine																
Anatomy		39.9	8.0	47.9		28.9	6.5	35.4		46.4	11.2	57.6		38.4	8.6	47.0
(Biol Science)		(.2)		(.2)										(.1)		(.1)
Clinical Path			23.9	23.9		1.6	12.2	13.8			27.8	27.8		.5	21.3	21.8
(Physiology)						(1.6)		(1.6)						(.5)		(.5)
Clinical Sci			104.5	104.5		.2	116.0	116.2		17.2	107.6	124.8		5.8	109.4	115.2
Epid & Prev Med		17.0	25.0	42.0		16.9	39.6	56.5		9.9	46.0	55.9		14.6	36.9	51.5
Pathology		23.0	27.2	50.2		22.6	13.8	36.4		17.6	11.4	29.0		21.1	17.5	38.6
Physiol Sci		46.1	34.9	81.0		60.5	30.6	91.1		52.9	19.0	71.9		53.2	28.2	81.4
(Comp Biochem)							(3.1)	(3.1)			(2.6)	(2.6)			(1.9)	(1.9)

TABLE 21-G

DAVIS CAMPUS

FULL TIME EQUIVALENT STUDENTS FOR ACADEMIC YEAR 1967-68

FTE = ENROLLMENT

	FALL				WINTER				SPRING				AVERAGE			
SUBJECT FIELD OR DEPARTMENT	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL	LD	UD	G	TOTAL
Vet Microbiol		21.8	13.7	35.5		44.9	18.9	63.8		31.3	25.5	56.8		32.7	19.4	52.1
TOTAL - School of Vet Med		147.8	237.2	385.0		175.4	237.6	413.0		175.3	248.5	423.8		166.2	241.1	407.3
GRAND TOTAL CAMPUS	4804.8	2886.4	2369.7	10060.9	4226.3	3212.4	2308.1	9746.8	3918.2	3410.4	2327.9	9656.5	4316.5	3169.7	2335.2	9821.4
TOTAL GEN. CAMPUS	4804.8	2738.6	2132.5	9675.9	4226.3	3037.0	2067.1	9333.8	3918.2	3235.1	2077.1	9232.7	4316.5	3003.6	2094.1	9414.1

TABLE 22-A

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1962*

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
AGRICULTURAL SCIENCE							
Dean	-	-	-	1.5	-		
Agr. Botany	.6	-	.6	4.4	2.5		
Agr. Chemistry	-	-	-	-	-		
Agr. Practice	.3	-	.3	1.7	-		
Agronomy	5.3	-	5.3	30.7	5.5		
Range Management	-	-	-	-	-		
Subtotal Agronomy	5.3	-	5.3	30.7	5.5		
Animal Husbandry	4.6	1.5	6.1	21.9	1.7		
Animal Physiology	-	-	-	-	-		
Biochem. & Biophys.	3.6	-	3.6	2.9	5.4		
Entomology	4.0	-	4.0	14.1	1.0		
Food Sci. & Tech.	5.4	-	5.4	27.6	18.2		
Genetics	2.6	1.0	3.6	2.4	3.2		
Irrigation	3.5	.5	4.0	12.3	4.5		

* Source - Major Capital Improvements, Fall 1962, Table 8 UCD

TABLE 22-A
DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1962

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Landscape Hort.	2.7	-	2.7	3.8	-		
Nematology	1.0	-	1.0	6.5	2.5		
Nutrition	-	-	-	-	-		
Plant Pathology	2.0	-	2.0	14.0	4.0		
Pomology	2.9	-	2.9	23.6	1.5		
Poultry Husbandry	3.3	-	3.3	10.7	5.0		
Soils & Plant Nutr.	4.1	.5	4.6	13.7	5.4		
Vegetable Crops	2.0	-	2.0	22.5	5.8		
Viticulture	2.5	-	2.5	13.0	1.5		
Subtotal Agriculture	50.4	3.5	53.9	227.3	67.7		
Agr. Economics	6.2	.5	6.7	11.5	4.8		
Int'l. Agr.	-	-	-	-	-		
Total Agriculture	56.6	4.0	60.6	238.8	72.5		
BIOLOGICAL SCIENCES							
Bacteriology	3.2	2.5	5.7	3.8	4.3		
Physiology	-	-	-	-	-		

TABLE 22-A

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1962

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Zoology	12.0	4.5	16.5	3.5	4.6		
Subtotal Zoology	12.0	4.5	16.5	3.5	4.6		
Botany	5.9	4.0	9.9	6.6	6.5		
Total Biological Sciences	21.1	11.0	32.1	13.9	15.4		
Total Life Sciences	77.7	15.0	92.7	252.7	87.9		
Mathematics	17.9	3.0	20.9	1.6	-		
Physical Sciences							
Chemistry	12.7	11.0	23.7	2.6	2.9		
Geology	4.0	-	4.0	-	-		
Physics	7.1	3.5	10.6	1.9	1.5		
Total Physical Sciences	23.8	14.5	38.3	4.5	4.4		
Engineering Science							
Agr. Engineering	7.2	-	7.2	20.5	4.6		
Engineering	13.3	1.0	14.3	.9	-		
Apl. Sci. - Davis	-	-	-	-	-		
Apl. Sci. - Livermore	-	-	-	-	-		

TABLE 22-A
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1962

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Subtotal College of Engr.	20.5	1.0	21.5	21.4	4.6		
Subtotal Engr. (Excl. Apl. Sci. - Livermore)	20.5	1.0	21.5	21.4	4.6		
Total MPE Science (Excl. Apl. Sci. - Livermore)	62.2	18.5	80.7	27.5	9.0		
Social Sciences							
Economics	5.0	2.0	7.0	-	.5		
History	13.0	2.0	15.0	-	-		
Political Science	10.0	1.0	11.0	-	.3		
Sociology	5.2	-	5.2	-	-		
Subtotal Soc. Sci.	33.2	5.0	38.2	-	.8		
Anthropology & Geography	7.1	.5	7.6	-	-		
Psychology	5.5	-	5.5	-	-		
Subtotal Soc. Sci.	12.6	.5	13.1	-	-		
Total Social Sciences	45.8	5.5	51.3	-	.8		
Humanities							
Art	9.0	-	9.0	-	-		

TABLE 22-A
DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1962

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Dramatic Art	4.0	-	4.0	-	-		
Music	5.7	-	5.7	3.6	-		
Subtotal Arts	18.7	-	18.7	3.6	-		
Foreign Languages	22.0	-	22.0	-	-		
English	18.5	2.5	21.0	-	-		
Speech	3.5	-	3.5	-	-		
Subject A	2.5	.5	3.0	-	-		
Philosophy	3.0	-	3.0	-	-		
Subtotal Humanities	49.5	3.0	52.5	-	-		
Total Humanities	68.2	3.0	71.2	3.6	-		
PROFESSIONS							
Agr. Education	3.8	.7	4.5	-	-		
Education	4.3	3.7	8.0	-	-		
Subtotal Professions	8.1	4.4	12.5	-	-		
Design	-	-	-	-	-		
Home Economics	13.8	1.8	15.6	6.4	.3		

TABLE 22-A

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1962

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Total Professions	21.9	6.2	28.1	6.4	.3		
MEDICAL PROFESSIONS							
Dean	-	-	-	1.0	-	-	1.0
Anatomy	.9	-	.9	2.1	2.0		
Avian Medicine	.6	-	.6	6.4	3.7		
Clinical Pathology	2.0	-	2.0	4.0	1.0		
Clinical Sciences	13.8	-	13.8	5.2	2.7		
Pathology	1.7	-	1.7	2.8	-		
Physiological Sci.	3.0	-	3.0	5.5	2.5		
Vet. Microbiology	2.4	-	2.4	5.1	4.3		
Public Health	.3	-	.3	1.7	-		
Total Vet. Medicine	24.7	-	24.7	33.8	16.2		
Subtotal I&R Depts. (Excl. Apl. Sci. - Livermore, P.E. and Mil. Sci.)	275.8	48.2	324.0	6.4	98.0		
PHYSICAL EDUCATION	15.0	-	15.0	-	-		
MILITARY SCIENCE	-	-	-	5.0	-		

TABLE 22-A
DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1962

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Total all I&R Depts. (Excl. Apl. Sci. - Livermore)	315.5	48.2	363.7	45.2	114.2		
Total all Depts of I&R (Excl. Vet. Med. & Apl. Sci.-Livermore)	290.8	48.2	339.0	11.4	98.0		

TABLE 22-B
DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1963*

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
AGRICULTURAL SCIENCE							
Dean	-	-	-	1.50	-		
Agric. Botany	.55	-	.55	4.45	3.00		
Agric. Chemistry	-	-	-	-	-		
Agric. Practice	.26	-	.26	1.74	-		
Agric. Zoology	-	-	-	2.00	-		
Agronomy	4.10	-	4.10	31.90	10.65		
Range Management	-	-	-	-	-		
Subtotal Agronomy	4.10	-	4.10	31.90	10.65		
Animal Husbandry	5.92	1.50	7.42	21.58	.77		
Animal Physiology	-	-	-	-	-		
Biochem. & Biophys.	4.10	1.00	5.10	3.40	6.58		
Entomology	4.66	-	4.66	14.34	3.88		
Food Sci. & Tech.	5.40	-	5.40	27.60	21.01		
Genetics	2.85	1.00	3.85	3.15	.60		
Irrigation	3.10	.50	3.60	12.65	7.10		

*Source - PB910 - Academic Year 1963-64 and Table 9A of Capital Improvement Program, Fall 1963

TABLE 22-B

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1963

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Landscape Hort.	3.20	-	3.20	3.30	-		
Nematology	1.08	-	1.08	6.42	2.47		
Nutrition	-	-	-	-	-		
Plant Pathology	1.71	-	1.71	14.29	6.08		
Pomology	2.40	-	2.40	24.10	2.00		
Poultry Husbandry	3.55	-	3.55	10.45	5.25		
Soils & Pl. Nutr.	4.10	.50	4.60	13.70	4.00		
Vegetable Crops	2.01	-	2.01	22.49	4.00		
Viticulture	2.20	-	2.20	13.30	.58		
Subtotal Agriculture	51.19	4.50	55.69	232.36	77.97		
Agr. Economics	7.25	.50	7.75	10.42	6.18		
Int'l. Agr.	-	-	-	-	-		
Total Agriculture	58.44	5.00	63.44	242.78	84.15		
Dean, L & S	-	-	-	1.17	-		
BIOLOGICAL SCIENCES							
Bacteriology	3.65	2.50	6.15	3.85	2.00		

TABLE 22-B

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1963

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Physiology	-	-	-	-	-		
Zoology	13.00	5.38	18.38	3.50	3.08		
Subtotal Zoology	13.00	5.38	18.38	3.50	3.08		
Botany	7.45	4.50	11.95	6.05	6.58		
Total Biological Sciences	24.10	12.38	36.48	13.40	11.66		
Total Life Sciences	82.54	17.38	99.92	256.18	95.81		
MATHEMATICS	20.90	4.00	24.40	1.60	-		
PHYSICAL SCIENCES							
Chemistry	15.73	12.50	28.23	2.10	7.29		
Geology	6.50	.50	7.00	-	.50		
Physics	10.10	5.00	15.10	1.90	3.00		
Total Physical Sciences	32.33	18.00	50.33	4.00	10.79		
ENGINEERING SCIENCE							
Agr. Engineering	8.25	-	8.25	19.65	4.34		
Engineering	17.00	3.00	20.00	1.00	-		
Apl. Sci. - Davis	-	-	-	-	-		

TABLE 22-B
DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1963

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Apl. Sci. - Livermore	-	-	-	-	-		
Subtotal Col. of Engr.	17.00	3.00	20.00	1.00	-		
Subtotal Engr. (Excl. Apl. Sci.-Livermore)	17.00	3.00	20.00	1.00			
Total MPE Science (Excl. Apl. Sci. - Livermore)	70.23	25.00	95.23	6.60	15.13		
SOCIAL SCIENCES							
Economics	7.00	2.50	9.50	-	.50		
History	15.50	3.00	18.50	-	-		
Political Science	11.50	2.00	13.50	-	-		
Sociology	6.17	.50	6.67	-	-		
Subtotal Soc. Sci.	40.17	8.00	48.17	-	.50		
Anthropology & Geography	9.10	1.00	10.10	-	-		
Psychology	8.00	-	8.00	-	-		
Subtotal Soc. Sci.	17.10	1.00	18.10	-	-		
Total Social Sciences	57.27	9.00	66.27	-	.50		

TABLE 22-B

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1963

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
HUMANITIES							
Art	11.00	-	11.00	-	-		
Dramatic Art	5.50	.75	6.25	-	-		
Music	7.03	.50	7.53	3.80	-		
Subtotal Arts	23.53	1.25	24.78	3.80	-		
Foreign Languages	27.50	1.13	28.63	-	-		
English	21.00	3.50	24.50	-	-		
Speech	4.50	.13	4.63	-	-		
Subject A	4.00	-	4.00	-	-		
Philosophy	4.00	-	4.00	-	-		
Subtotal Humanities	61.00	4.76	65.76	-	-		
Total Humanities	84.53	6.01	90.54	-	-		
PROFESSIONS							
Agr. Education	4.50	-	4.50	-	-		
Education	9.00	-	9.00	-	-		
Subtotal Professions	13.50	-	13.50	-	-		

TABLE 22-B

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1963

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Design	-	-	-	-	-		
Home Economics	13.80	1.75	15.55	6.45	1.41		
Total Professions	27.30	1.75	29.05	6.45	1.41		
MEDICAL PROFESSIONS							
Dean	-	-	-	2.50	8.00		
Anatomy	1.90	-	1.90	2.10	2.00		
Avian Medicine	.80	-	.80	6.20	3.00		
Clinical Pathology	1.65	-	1.65	3.85	1.00		
Clinical Sciences	12.95	-	12.95	6.05	1.00		
Pathology	2.00	-	2.00	3.00	.50		
Physiological Sci.	5.45	-	5.45	4.55	3.50		
Public Health	.75	-	.75	1.75	-		
Vet. Microbiology	2.35	-	2.35	5.15	5.75		
Total Vet. Medicine	27.85	-	27.85	35.15	24.75		
Subtotal I&R Depts. (Excl. Apl. Sci.-Livermore, P.E. and Mil. Sci.)	349.72	59.14	408.86	49.80	137.60		

TABLE 22-B

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1963

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
PHYSICAL EDUCATION	16.00	-	16.00	-	-		
MILITARY SCIENCE	-	-	-	-	4.00		
Total all I&R Depts. (Excl. Apl. Sci. - Livermore)	365.72	59.14	424.86	49.80	141.60		
Total all Depts. of I&R (Excl. Vet. Med. & Apl. Sci. - Livermore)	337.87	59.14	397.01	14.65	116.85		
Dean, Grad. Division	-	-	-	1.00			
Agric. Tox. & Residue Lab.	-	-	-	4.00			
Agronomy Grass Res.	-	-	-	.50			
AH - Animal Breed Gen. Res.	-	-	-	1.00			
Electron Microscope Lab	-	-	-	1.00			
Soil Sci.-Kearney Found. Res.	.59	-	.59	7.01			
Veg. Crops-Prod. & Hndlg. Res.	-	-	-	1.00			
Museology Lab.	-	-	-	.50			
Inst. of Governmental Affairs	-	-	-	2.00			
Library - General	-	-	-	28.50			
Chancellor's Office	-	-	-	1.00			
Dean of Students	-	-	-	.50			

TABLE 22-C
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1964*

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
AGRICULTURAL SCIENCE							
Dean	-	-	-	1.50	-		
Agric. Botany	.10	-	.10	4.90	-		
Agric. Chemistry	-	-	-	-	-		
Agric. Practice	.26	-	.26	1.74	-		
Agric. Zoology	-	-	-	1.00	-		
Agronomy	3.85	-	3.85	31.15	11.72		
Range Management	-	-	-	-	-		
Subtotal Agronomy	3.85	-	3.85	31.15	11.72		
Animal Husbandry	3.87	1.50	5.37	21.63	2.73		
Animal Physiology	.45	-	.45	4.55	4.00		
Biochem. & Biophys.	5.60	-	5.60	3.90	11.39		
Entomology	4.44	-	4.44	16.06	4.40		
Food Sci. & Tech.	4.05	-	4.05	27.45	18.15		
Genetics	2.85	1.00	3.85	3.15	1.20		

TABLE 22-C
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1964

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Irrigation	3.35	.50	3.85	13.40	5.58		
Landscape Horticulture	4.38	-	4.38	5.62	-		
Nematology	1.08	-	1.08	6.42	3.47		
Nutrition	-	-	-	-	-		
Plant Pathology	2.10	-	2.10	13.90	6.10		
Pomology	2.65	-	2.65	23.85	1.50		
Poultry Husbandry	3.05	-	3.05	9.95	5.40		
Soils & Plant Nutr.	2.93	.50	3.43	13.87	4.00		
Vegetable Crops	1.97	-	1.97	21.53	5.41		
Viticulture	2.10	-	2.10	13.40	1.00		
Subtotal Agriculture	49.08	3.50	52.58	238.97	86.05		
Agr. Economics	6.51	.50	7.01	11.16	8.83		
Int'l. Agr.	-	-	-	-	-		
Total Agriculture	55.59	4.00	59.59	250.13	94.88		
Dean - Letters & Science	-	-	-	2.00	-		

TABLE 22-C
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1964

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
BIOLOGICAL SCIENCES							
Bacteriology	4.15	2.50	6.65	3.85	5.00		
Physiology	-	-	-	-	-		
Zoology	14.00	7.00	21.00	1.50	1.00		
Subtotal Zoology	14.00	7.00	21.00	1.50	1.00		
Botany	7.80	4.50	12.30	5.70	9.00		
Total Biological Sciences	25.95	14.00	39.95	11.05	15.00		
Total Life Sciences	81.54	18.00	99.54	261.18	109.88		
MATHEMATICS	22.90	5.00	27.90	1.60	-		
PHYSICAL SCIENCES							
Chemistry	16.65	13.50	30.15	2.35	7.80		
Geology	7.50	.50	8.00	-	.50		
Physics	11.10	4.50	15.60	1.90	5.92		
Total Physical Sciences	35.25	18.50	53.75	4.25	14.22		
ENGINEERING SCIENCE							
Agr. Engineering	9.69	-	9.69	18.21	6.59		

TABLE 22-C
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1964

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Engineering	27.70	4.00	31.70	-	2.50		
Chemical Engr.	3.00	-	3.00	-	-		
Apl. Sci.- Davis	.90	-	.90	-	-		
Apl. Sci.- Livermore	4.10	-	4.10	-	-		
Subtotal College of Engr.	35.70	4.00	39.70	-	2.50		
Subtotal Engr. (Excl. Apl. Sci. - Livermore)	41.29	4.00	45.29	18.21	9.09		
Total MPE Science (Excl. Apl. Sci. - Livermore)	99.44	27.50	126.94	24.06	23.31		
SOCIAL SCIENCE							
Economics	9.00	3.00	12.00	-	-		
History	19.50	5.50	25.00	-	-		
Political Science	12.50	2.00	14.50	-	-		
Sociology	8.67	1.50	10.17	-	-		
Subtotal Soc. Sci.	49.67	12.00	61.67	-	-		
Anthropology	7.50	1.50	9.00	-	.33		
Psychology	12.50	2.00	14.50	-	-		

TABLE 22-C
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1964

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Subtotal Soc. Sci.	20.00	3.50	23.50	-	.33		
Geography	5.10	-	5.10	-	-		
Total Social Sciences	74.77	15.50	90.27	-	.33		
HUMANITIES							
Art	11.50	-	11.50	-	-		
Dramatic Art	7.00	.50	7.50	-	-		
Music	7.50	-	7.50	-	-		
Subtotal Arts	26.00	.50	26.50	-	-		
Foreign Languages	32.50	2.00	34.50	-	-		
English	25.00	6.00	31.00	-	-		
Speech	5.00	-	5.00	-	-		
Subject A	4.50	-	4.50	-	-		
Philosophy	5.00	-	5.00	-	-		
Total Humanities	98.00	8.50	106.50	-	-		

TABLE 22-C
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1964

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
PROFESSIONS							
Agr. Education	3.50*	-	3.50	1.00	-		
Education	12.00**	-	12.00	-	-		
Subtotal Professions	15.50	-	15.50	1.00	-		
Design	-	-	-	-	-		
Home Economics	14.25	1.75	16.00	6.00	2.00		
Total Professions	29.75	1.75	31.50	7.00	2.00		
MEDICAL PROFESSIONS							
Dean	-	-	-	2.50	7.95		
Anatomy	2.90	-	2.90	2.10	3.00		
Avian Medicine	.90	-	.90	6.10	1.00		
Clinical Pathology	1.55	-	1.55	3.95	1.00		
Clinical Sciences	13.35	-	5.65	-	-		
Pathology	3.00	-	3.00	3.00	.50		
Physiological Sciences	5.85	-	5.85	5.15	3.76		

* Includes .70 supervisor of Educ. - Faculty Group II

**Includes 4.35 supervisor of Educ. - Faculty Group II

TABLE 22-C

DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1964

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Vet. Microbiology	2.35	-	2.35	5.15	2.75		
Public Health	.75	-	.75	1.75	1.00		
Total Vet. Medicine	30.65	-	30.65	29.70	19.96		
Subtotal I&R Depts. (Excl. Apl. Sci. - Livermore, P.E. and Mil. Sci.)	414.15	71.25	485.40	293.99	155.48		
PHYSICAL EDUCATION	16.50	-	16.50	.50	-		
MILITARY SCIENCE	-	-	-	-	-		
Total all I&R Depts. (Excl. Apl. Sci. - Livermore)	430.65	71.25	501.90	294.49	155.48		
Total all I&R Depts. (Excl. Vet. Med. & Apl. Sci.-Livermore)	400.00	71.25	471.25	264.79	135.52		
ADMINISTRATIVE UNITS:							
Dean, Graduate Division	-	-	-	1.00	-		
Agric. Tox. & Residue Lab	-	-	-	4.00	-		
Agron. Grasses Research	-	-	-	.50	-		
AH-Animal Breeding Gen. Res.	-	-	-	1.00	-		
Electron Microscope	-	-	-	1.00	-		
Soil Sci.-Kearney Fdn. Res.	.25	-	.25	7.35	-		
Veg. Crops-Prod. & Hndlg. Res.	-	-	-	1.00	-		

TABLE 22-C
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1964

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Museology Lab	-	-	-	.50	-		
Institute Governmental Affairs	-	-	-	4.00	-		
Library - General	-	-	-	33.50	-		
Law Library	-	-	-	1.00	-		
Dean of Students	-	-	-	.50	-		

TABLE 22-D

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1965*

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
AGRICULTURAL SCIENCES							
Dean	-	-	-	2.00	-	-	2.00
Agric. Botany	1.00	-	1.00	4.00	-	-	5.00
Agric. Chemistry	-	-	-	-	-	-	-
Agric. Practice	.26	-	.26	2.74	-	-	3.00
Agronomy	2.60	-	2.60	32.90	11.55	-	46.65
Range Management	-	-	-	.50	-	-	.50
Subtotal Agronomy	2.60	-	2.60	33.40	11.55	-	47.55
Animal Husbandry	6.17	1.50	7.67	19.53	1.63	-	28.83
Animal Physiology	1.85	-	1.85	4.45	5.50	-	11.80
Biochem. & Biophys.	7.10	3.50	10.60	4.40	2.50	7.46	24.96
Entomology	3.83	-	3.83	16.67	4.36	-	24.86
Food Sci. & Tech.	6.35	-	6.35	25.65	16.04	4.33	52.37
Genetics	3.15	2.00	5.15	3.15	1.32	.60	10.22
Landscape Horticulture	3.27	-	3.27	7.23	-	-	10.50

TABLE 22-D
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1965

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Nematology	1.08	-	1.08	6.42	2.47	-	9.97
Nutrition	-	-	-	-	-	-	-
Plant Pathology	2.27	-	2.27	14.23	4.50	2.00	23.00
Pomology	2.76	-	2.76	23.74	2.30	-	28.80
Poultry Husbandry	2.25	-	2.25	10.75	3.20	1.00	17.20
Soils & Plant Nutr.	3.05	.50	3.55	13.75	2.50	1.00	20.80
Vegetable Crops	2.82	-	2.82	20.68	5.20	2.00	30.70
Viticulture	1.60	-	1.60	13.90	.83	1.00	17.33
Water Science & Engr.	2.98	.50	3.48	13.07	5.34	1.45	23.34
Subtotal Agriculture	54.39	8.00	61.39	241.26	82.92	20.84	402.41
Agr. Economics	8.83	1.00	9.83	8.84	5.00	2.18	25.85
Int'l. Agr.	-	-	-	-	-	-	-
Total Agriculture	63.22	9.00	72.22	248.60	73.84	23.02	417.68
Dean - Letters & Science	-	-	-	2.50	-	-	2.50
BIOLOGICAL SCIENCES							
Bacteriology	5.42	3.00	8.42	3.58	-	-	12.00

TABLE 22-D

DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1965

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Physiology	-	-	-	-	-	-	-
Zoology	17.55	10.00	27.55	1.95	-	-	29.50
Botany	10.80	5.50	16.30	5.70	9.00	-	31.00
Total Biological Sciences	33.77	18.50	52.27	11.23	9.00	-	72.50
Total Life Sciences	96.99	27.50	124.49	259.83	82.84	23.02	490.18
MATHEMATICS	29.07	8.00	37.07	1.43	-	1.00	39.50
PHYSICAL SCIENCES							
Chemistry	21.40	17.50	38.90	1.60	3.00	2.00	45.50
Geology	7.50	1.00	8.50	-	-	-	8.50
Physics	15.27	7.00	22.27	1.90	7.00	.58	31.75
Total Physical Sciences	44.17	25.50	69.67	3.50	10.00	2.58	85.75
ENGINEERING SCIENCE							
Agr. Engineering (Col. of Agr.)	6.32	-	6.32	19.58	5.77	1.00	32.67
Engineering-General	-	-	-	-	1.50	-	1.50
Apl. Sci. - Davis	2.00	-	2.00	-	-	-	2.00
Apl. Sci. - Livermore	8.00	-	8.00	-	-	-	8.00

TABLE 22-D

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1965

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Engr. - Agric.	2.00	-	2.00	-	-	-	2.00
Engr. - Chemical	5.00	.50	5.50	-	1.50	-	7.00
Engr. - Civil	9.20	2.50	11.70	-	-	-	11.70
Engr. - Electrical	9.60	2.00	11.60	-	-	-	11.60
Engr. - Mechanical	13.40	2.00	15.40	-	-	-	15.40
Subtotal College of Engr.	65.52	7.00	72.52	20.58	8.77	1.00	92.87
Subtotal Engr. (Excl. Apl. Sci.-Livermore)	57.52	7.00	64.52	20.58	8.77	1.00	84.87
Total MPE Science (Excl. Apl. Sci.-Livermore)	120.76	40.50	161.26	25.51	18.77	4.58	210.12
SOCIAL SCIENCE							
Economics	13.50	4.50	18.00	-	.25	-	18.25
History	27.33	8.50	35.83	-	-	-	35.83
Political Science	18.00	4.00	22.00	-	-	.20	22.20
Sociology	11.67	3.00	14.67	-	-	-	14.67
Subtotal Soc. Sci.	70.50	20.00	90.50	-	.25	.20	90.95
Anthropology	12.50	3.00	15.50	-	.50	-	16.00

TABLE 22-D
DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1965

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Psychology	17.50	3.50	21.00	-	1.00	-	22.00
Subtotal Soc. Sci.	30.00	6.50	36.50	-	1.50	-	38.00
Geography	6.10	.50	6.60	-	-	-	6.60
Total Social Science	106.60	27.00	133.60	-	1.75	.20	135.55
HUMANITIES							
Art	15.50	.50	16.00	-	-	-	16.00
Dramatic Art	13.83	1.50	15.33	-	-	-	15.33
Music	8.33	-	8.33	.50	-	-	8.83
Subtotal Arts	37.66	2.00	39.66	.50	-	-	40.16
Foreign Languages:							
French & Italian	17.50	2.25	19.75	-	-	-	19.75
German & Russian	14.00	1.50	15.50	-	-	-	15.50
Spanish & Classics	17.00	1.25	18.25	-	-	-	18.25
Subtotal Foreign Lang.	48.50	5.00	53.50	-	-	-	53.50
English	31.87	10.00	41.87	-	-	-	41.87
Speech	-	-	-	-	-	-	-

TABLE 22-D
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1965

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Subject A	8.50	-	8.50	-	-	-	8.50
Philosophy	7.00	.50	7.50	-	-	-	7.50
Total Humanities	133.53	17.50	151.03	.50	-	-	151.53
PROFESSIONS							
Agr. Education	2.83	.67	3.50	1.00	1.00	-	5.50
Education	9.65	4.35	14.00	-	-	-	14.00
Law	4.00	-	4.00	1.00	-	-	5.00
Subtotal Professions	16.48	5.02	21.50	2.00	1.00	-	24.50
Design	-	-	-	-	-	-	-
Home Economics	14.90	1.75	16.65	6.35	-	3.50	26.50
Total Professions	31.38	6.77	38.15	8.35	1.00	3.50	51.00
MEDICAL PROFESSIONS							
Anatomy	1.70	-	1.70	3.30	-	-	5.00
Avian Medicine	2.65	-	2.65	3.35	.49	4.42	10.91
Clinical Pathology	1.70	-	1.70	4.30	-	-	6.00
Clinical Sciences	15.40	-	15.40	5.10	-	-	20.50

TABLE 22-C
DAVIS CAMPUS
FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1965

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Pathology	2.50	-	2.50	3.50	-	1.00	7.00
Physiological Sci.	5.65	-	5.65	6.35	1.26	1.00	14.26
Vet. Microbiology	3.25	-	3.25	4.25	.75	1.00	9.25
Public Health	.85	-	.85	2.65	2.00	1.00	6.50
Total Vet. Medicine	33.70	-	33.70	35.30	4.50	8.42	81.92
SCHOOL OF MEDICINE	1.00	-	1.00	1.00	-	-	2.00
Subtotal I&R Depts. (Excl. Apl. Sci. - Livermore, P.E. and Mil. Sci.)	523.96	119.27	643.23	334.49	130.94	44.64	1,153.30
PHYSICAL EDUCATION	17.50	-	17.50	-	-	-	17.50
MILITARY SCIENCE	-	-	-	-	-	-	-
Total all I&R Depts.(Excl. Apl. Sci. - Livermore)	541.46	119.27	660.73	334.49	130.94	44.64	1,170.80
Total all I&R Depts. (Excl. Vet. Med. & Apl. Sci. - Livermore)	507.76	119.27	627.03	296.69	126.44	36.22	1,088.88
ADMINISTRATIVE UNITS:							
Dean, Graduate Division	-	-	-	1.00	-	-	1.00
Agric. Tox. & Residue Lab	-	-	-	4.00	-	-	4.00

TABLE 22-D
DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1965

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Soil Sci.-Kearney Fndt. Res.	.60	-	-	7.00	-	-	7.60
Electron Microscope Lab	-	-	-	1.00	-	-	1.00
Dean of Students	-	-	-	.50	-	-	.50
Residence Hall Sup.	-	-	-	.50	-	-	.50
Housing Service	-	-	-	.50	-	-	.50
Institute of Gov. Affairs	-	-	-	4.00	-	-	4.00
Provision for Academic Staff Unallocated	-	-	-	20.57	-	-	20.57
Library - General	-	-	-	35.50	-	-	35.50
Law Library	-	-	-	3.00	-	-	3.00

TABLE 22-E

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1966-67*

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Agricultural Sciences							
Dean	-	-	-	2.00	-	-	2.00
Agric. Botany	-	-	-	5.00	4.00	.55	9.55
Agric. Economics	8.92	1.00	9.92	9.25	6.15	4.77	30.09
Agric. Education	5.03	1.17	6.20	2.80	1.50	-	10.50
Agric. Engineering	2.97	-	2.97	20.93	4.34	-	28.24
Agric. Practices	.26	-	.26	2.74	-	-	3.00
Agric. Zoology	-	-	-	1.00	2.33	-	3.33
Agronomy	2.75	-	2.75	32.35	6.95	-	42.05
Animal Husbandry	5.57	1.50	7.07	20.93	2.99	-	30.99
Animal Physiology	1.10	-	1.10	4.90	5.83	.90	12.73
Biochem. & Biophys.	6.10	3.50	9.60	5.40	.50	7.59	23.09
Consumer Sciences	3.85	.50	4.35	2.65	1.27	-	8.27
Entomology	4.13	-	4.13	16.37	4.50	-	25.00
Food Sci. & Tech.	5.40	-	5.40	26.60	15.52	4.40	51.92

* So e: SL 340A 8-19-66, and PDB issue date 1-3-67.

TABLE 22-E

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1966-67

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Genetics	2.10	2.00	4.10	2.90	2.00	.60	9.60
Home Economics	2.20	-	2.20	1.00	-	-	3.20
Landscape Horticulture	3.27	-	3.27	7.23	-	-	10.50
Nutrition	1.75	.50	2.25	3.75	2.00	2.00	10.00
Nematology	1.08	-	1.08	6.42	.47	-	7.97
Plant Pathology	2.33	-	2.33	16.17	5.50	3.80	27.80
Pomology	1.79	-	1.79	23.71	2.25	1.00	28.75
Poultry Husbandry	2.25	-	2.25	10.75	2.70	-	15.70
Soils & Pl. Nutrition	2.72	.50	3.22	14.08	4.50	1.00	22.80
Vegetable Crops	1.82	-	1.82	21.68	4.97	1.50	29.97
Viticulture	1.80	-	1.80	13.70	1.20	1.00	17.70
Water Sci. & Engr.	2.83	.50	3.33	14.72	5.85	1.30	25.20
Total Agriculture	72.02	11.17	83.19	289.03	87.32	30.41	489.95
Engineering Sciences							
Dean	-	-	-	1.00	-	-	1.00
Engr. - Agriculture	2.00	-	2.00	-	-	-	2.00

TABLE 22-E

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1966-67

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Engr. - Applied Sci.	7.90	-	7.90	.10	-	-	8.00
Engr. - Apl. Sci. Comp.	-	-	-	.50	-	-	.50
Engr. - Chemical	5.00	.50	5.50	-	1.50	.94	7.94
Engr. - Civil	10.20	2.50	12.70	-	-	-	12.70
Engr. - Electrical	10.60	2.00	12.60	-	1.50	-	14.10
Engr. - Mechanical	13.40	2.50	15.90	-	1.00	-	16.90
Total Engineering	49.10	7.50	56.60	1.60	4.00	.94	63.14
School of Law	5.00	-	5.00	1.50	-	-	6.50
Letters and Science							
Dean	-	-	-	2.50	-	-	2.50
Anthropology	13.00	3.50	16.50	-	-	-	16.50
Art	18.30	1.00	19.30	-	-	-	19.30
Bacteriology	5.42	3.00	8.42	3.58	2.00	1.00	15.00
Botany	9.90	5.50	15.40	6.10	3.00	2.00	26.50
Chemistry	22.65	18.00	40.65	1.60	5.83	1.00	49.08

TABLE 22-E

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1966-67

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Dramatic Art	8.58	1.50	10.08	-	-	-	10.08
Economics	13.50	4.50	18.00	-	-	-	18.00
Education	9.31	4.69	14.00	-	-	-	14.00
English	32.50	10.50	43.00	-	1.34	-	44.34
French & Italian	17.50	2.75	20.25	-	-	-	20.25
Geography	7.10	.50	7.60	-	-	-	7.60
Geology	8.50	1.50	10.00	-	-	-	10.00
German & Russian	14.00	2.00	16.00	-	-	-	16.00
History	27.29	9.00	36.29	-	-	-	36.29
Mathematics	29.07	8.50	37.57	1.43	3.07	-	42.07
Music	8.33	-	8.33	-	-	-	8.33
Philosophy	7.50	.50	8.00	-	-	-	8.00
Physical Education	17.50	-	17.50	-	-	-	17.50
Physics	14.27	7.00	21.27	1.90	-	.41	23.58
Political Science	18.50	4.00	22.50	-	-	-	22.50
Psychology	17.50	4.00	21.50	-	.50	.95	22.95

TABLE 22-E

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1966-67

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Rhetoric	6.00	6.00	6.00	-	-	-	6.00
Sociology	11.67	3.00	14.67	-	-	-	14.67
Spanish & Classics	17.00	1.75	18.75	-	-	-	18.75
Subject A	8.50	-	8.50	-	-	-	8.50
Zoology	18.55	10.50	29.05	.95	.50	-	30.50
Total Letters and Science	381.94	107.19	489.13	18.06	16.24	5.36	528.79
School of Medicine	14.25	-	14.25	1.25	-	-	15.50
School of Veterinary Medicine							
Dean	-	-	-	2.50	1.68	1.00	5.18
Anatomy	1.70	-	1.70	3.30	2.00	-	7.00
Clinical Pathology	1.30	-	1.30	3.70	-	-	5.00
Clinical Sciences	17.37	-	17.37	5.63	2.00	1.00	26.00
Epidemiology & PM	3.85	-	3.85	6.15	3.00	1.00	14.00
Microbiology	4.85	-	4.85	3.65	1.75	1.00	11.25
Pathology	4.00	-	4.00	2.00	-	-	6.00
Physiological Sci.	6.60	-	6.60	6.40	3.50	1.90	18.40
Tot [illegible] Veterinary Medicine	39.67	-	[illegible].67	33.33	13.93	5.90	92.[illegible]

TABLE 22-E

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1966-67

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Administrative Units							
Dean, Graduate Division	-	-	-	1.00	-	-	1.00
Agric. Tox. & Residue Lab	-	-	-	5.30	7.19	2.00	14.49
Soil Sci. Kearney Fdn.	-	-	-	-	5.50	1.00	6.50
Computer Center	-	-	-	-	1.00	-	1.00
Dean of Students	-	-	-	1.00	-	-	1.00
Primate Center	-	-	-	-	16.05	-	16.05
Radio Biology Lab	-	-	-	-	6.00	.50	6.50
Institute of Gov. Affairs	-	-	-	8.00	.75	-	8.75
Prov. Acad Staff UN	13.81	-	13.81	-	-	-	13.81
Library - General	-	-	-	40.50	-	-	40.50
Law Library	-	-	-	5.00	-	-	5.00
Fine Art & Museology Lab	-	-	-	.50	-	-	.50
Health Sciences Library	-	-	-	4.00	-	-	4.00
Crocker Nuclear Lab	-	-	-	-	9.17	-	9.17

TABLE 22-E

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1966-67

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Subtotal Administrative Units	13.81	-	13.81	65.30	45.66	3.50	128.27
Total Academic Staff:	575.79	125.86	701.65	410.07	167.15	46.11	1,324.98

TABLE 22-E

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1966-67

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Subtotal Administrative Units	13.81	-	13.81	65.30	45.66	3.50	128.27
Total Academic Staff:	575.79	125.86	701.65	410.07	167.15	46.11	1,324.98

TABLE 22-F

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1967-68

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Agricultural Sciences							
Dean	-	-	-	2.50	-	-	2.50
Agric. Botany	-	-	-	5.00	2.50	.60	8.10
Agric. Economics	5.27	1.00	6.27	10.57	3.83	7.19	27.86
Agric. Engineering	2.72	-	2.72	17.18	3.50	-	23.40
Agric. Practices	.26	-	.26	2.74	-	-	3.00
Agric. Toxicology	-	-	-	6.30	13.50	2.00	21.80
Agric. Zoology	-	-	-	1.50	-	-	1.50
Agronomy	3.40	-	3.40	29.20	7.75	1.00	41.35
Animal Physiology	1.10	-	1.10	4.90	4.50	-	10.50
Animal Science	3.20	1.50	4.70	18.30	2.72	-	25.72
Applied Behavioral Sci.	6.03	1.17	7.20	2.60	3.00	-	12.80
Biochem. & Biophys.	6.10	3.50	9.60	5.40	1.50	8.35	24.85
Consumer Sciences	2.28	.50	2.78	1.50	1.00	-	5.28

TABLE 22-F

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1967-68

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Entomology	4.13	-	4.13	15.37	5.00	1.00	25.50
Environmental Hort.	2.67	-	2.67	9.83	2.00	-	14.50
Food Sci. & Tech.	4.00	-	4.00	24.72	12.04	5.43	46.19
Genetics	2.10	2.00	4.10	2.90	1.00	.60	8.60
Nematology	1.00	-	1.00	6.50	-	2.36	9.86
Nutrition	1.35	.50	1.85	3.15	1.00	2.00	8.00
Plant Pathology	2.39	-	2.39	14.61	5.00	3.52	25.52
Pomology	1.79	-	1.79	22.21	3.74	-	27.74
Poultry Husbandry	2.10	-	2.10	9.90	1.15	-	13.15
Soils & Pl. Nutrition	2.12	.50	2.62	11.68	1.00	-	15.30
Vegetable Crops	1.70	-	1.70	19.80	4.50	-	26.00
Viticulture	1.80	-	1.80	13.70	.84	-	16.34
Water Sci. & Engr.	2.38	.50	2.88	14.17	7.00	1.20	25.25
Unallocated - Agric.	12.17*	-	-	22.73	-	-	34.90

*Temporary Allocations - Delay of Filling Because of Budget Freeze.

TABLE 22-F

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1967-68

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Total Agriculture	72.06	11.17	83.23	298.96	88.07	35.25	505.51
Engineering Sciences							
Dean	-	-	-	1.50	-	-	1.50
Engr. - Agriculture	2.00	-	2.00	-	-	-	2.00
Engr. - Applied Sci. Davis	3.00	.50	3.50	-	-	-	3.50
Engr. - Apl. Sci. Lvmore	4.90	-	4.90	.60	-	-	5.50
Engr. - Chemical	5.00	1.00	6.00	-	-	2.36	8.36
Engr. - Civil	13.20	3.00	16.20	-	-	-	16.20
Engr. - Electrical	12.60	3.00	15.60	-	2.50	-	18.10
Engr. - Mechanical	14.40	3.50	17.90	-	1.50	-	19.40
Total Engineering	55.10	11.00	66.10	2.10	4.00	2.36	74.56
School of Law	8.00	-	8.00	1.50	-	-	9.50
Letters and Science							
Dean	-	-	-	3.00	-	-	3.00

TABLE 22-F

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1967-68

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Anthropology	13.00	4.50	17.50	-	1.32	-	18.82
Art	18.30	1.00	19.30	-	-	-	19.30
Bacteriology	5.42	3.50	8.92	3.58	4.00	2.00	18.50
Botany	11.40	6.50	17.90	6.60	3.00	1.50	29.00
Chemistry	23.90	19.00	42.90	1.35	8.34	1.75	54.34
Dramatic Art	8.58	1.50	10.08	-	-	-	10.08
Economics	14.33	5.50	19.83	-	1.00	-	20.83
Education	8.56	5.44	14.00	-	-	-	14.00
English	32.50	11.50	44.00	-	.60	-	44.60
French & Italian	17.50	4.00	21.50	-	-	-	21.50
Geography	7.10	1.00	8.10	-	-	-	8.10
Geology	10.00	2.00	12.00	-	-	-	12.00
German & Russian	15.00	3.00	18.00	-	-	-	18.00
History	27.29	10.00	37.29	-	1.25	-	38.54

TABLE 22-F

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1967-68

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Mathematics	30.07	9.50	39.57	1.43	-	.51	41.51
Music	9.33	-	9.33	-	-	-	9.33
Philosophy	8.50	1.50	10.00	-	-	-	10.00
Physical Education	18.50	-	18.50	.50	-	-	19.00
Physics	16.27	8.00	24.27	1.90	-	.45	26.62
Political Science	19.50	4.50	24.00	-	-	-	24.00
Psychology	19.50	4.10	23.60	-	.50	2.00	26.10
Rhetoric	6.00	-	6.00	-	-	-	6.00
Sociology	11.67	3.50	15.17	-	.50	-	15.67
Spanish & Classics	18.00	3.00	21.00	-	-	-	21.00
Subject A	8.50	-	8.50	-	-	-	8.50
Zoology	19.55	11.50	31.05	.95	1.00	-	33.00
Total Letters and Science	398.27	124.04	522.31	19.31	21.51	8.21	571.33
School of Medicine	36.40	-	36.40	2.10	1.00	-	39.50

TABLE 22-F

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1967-68

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
School of Veterinary Medicine							
Dean	-	-	-	3.00	.68	-	3.68
Anatomy	4.50	-	4.50	1.50	1.00	-	7.00
Clinical Pathology	1.70	-	1.70	3.30	-	-	5.00
Clinical Sciences	20.77	-	20.77	5.23	3.00	4.55	33.55
Epidemiology & PM	4.30	-	4.30	5.70	.50	6.36	16.86
Microbiology	4.50	-	4.50	4.00	1.75	1.00	11.25
Pathology	5.40	-	5.40	1.60	-	-	7.00
Physiological Sci.	10.05	-	10.05	4.95	3.45	1.00	19.45
Total Veterinary Medicine	51.22	-	51.22	29.28	10.38	12.91	103.79
Administrative Units							
Dean, Graduate Division	-	-	-	1.50	-	-	1.50
Agronomy Research	-	-	-	1.50	-	-	1.50
Soil Sci. Kearney Fdn.	-	-	-	8.20	-	-	8.20

TABLE 22-F

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1967-68

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
Computer Center	-	-	-	.50	1.00	-	1.50
Dean of Students	-	-	-	3.00	-	-	3.00
Primate Center	-	-	-	-	16.75	-	16.75
Radio Biology Lab	-	-	-	-	6.50	2.00	8.50
Institute of Gov. Affairs	-	-	-	8.50	1.80	1.00	11.30
International Agric.	-	-	-	.50	.50	-	1.00
Library - General	-	-	-	43.00	1.13	-	44.13
Law Library	-	-	-	7.00	-	-	7.00
Fine Art & Museology Lab	-	-	-	.50	-	-	.50
Health Sciences Library	-	-	-	5.50	-	-	5.50
Crocker Nuclear Lab	-	-	-	-	13.00	-	13.00
Veg Crops - Prod & Hndlg Res	-	-	-	1.00	-	-	1.00
Entomology Research	-	-	-	1.00	-	-	1.00
Electron Microscope Lab	-	-	-	1.00	-	-	1.00

TABLE 22-F

DAVIS CAMPUS

FULL TIME EQUIVALENT ACADEMIC STAFF FOR 1967-68*

SUBJECT FIELD OR DEPARTMENT	FACULTY	AUXILIARY STAFF	TEACHING STAFF	OTHER STAFF	NON-BUDGET STAFF	POST DOCTORAL	TOTAL ACADEMIC STAFF
AH Animal Breeding Res.	-	-	-	1.00	-	-	1.00
Prov. Acad. Staff - Unallocated	4.81	-	-	-	-	-	4.81
Subtotal Administrative Units	4.81	-	-	83.70	40.68	3.00	132.19
Total Academic Staff:	627.17	146.21	773.38	435.63	165.64	61.73	1,436.38

*SOURCE: SL340A 9-29-67, and PA 608.

TABLE 23-A

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1962 FTE	1962 FULL TIME	1962 PART TIME	1963 FTE	1963 FULL TIME	1963 PART TIME	1964 FTE	1964 FULL TIME	1964 PART TIME
College of Agriculture									
Departmental Staff	459.60	392	207	464.61	402	215	464.94	390	206
Other Departmental Groups	141.57	85	140	123.24	77	137	242.56	138	261
Agric. Agencies									
Field Stat. Starling Res.	1.56	1	1	2.00	2	0	-	-	-
Field Stations	69.15	61	20	85.77	80	13	89.21	83	18
Farm Operations	6.88	6	1	3.00	3	0	2.00	2	0
Serology Lab	-	-	-	3.67	3	2	2.42	2	2
Advance Registry Tests	2.50	2	1	.74	0	2	.50	0	1
Environmental Sciences	-	-	-	1.00	1	0	-	-	-
Primate Center	-	-	-	18.31	14	9	31.04	28	8
Univ. Ext. - Fee & Info.	-	-	-	1.00	1	0	-	-	-
Univ. Ext.-Sacto. Area	2.00	2	1	1.62	1	2	4.38	4	3
Agric. Toxicology	-	-	-	21.83	20	5	25.98	23	6
University Arbor	2.39	1	4	2.33	1	4	2.52	1	3

TABLE 23-A

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1962			1963			1964		
	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
College of Agriculture									
Departmental Staff	459.60	392	207	464.61	402	215	464.94	390	206
Other Departmental Groups	141.57	85	140	123.24	77	137	242.56	138	261
Agric. Agencies									
Field Stat. Starling Res.	1.56	1	1	2.00	2	0	-	-	-
Field Stations	69.15	61	20	85.77	80	13	89.21	83	18
Farm Operations	6.88	6	1	3.00	3	0	2.00	2	0
Serology Lab	-	-	-	3.67	3	2	2.42	2	2
Advance Registry Tests	2.50	2	1	.74	0	2	.50	0	1
Environmental Sciences	-	-	-	1.00	1	0	-	-	-
Primate Center	-	-	-	18.31	14	9	31.04	28	8
Univ. Ext. - Fee & Info.	-	-	-	1.00	1	0	-	-	-
Univ. Ext.-Sacto. Area	2.00	2	1	1.62	1	2	4.38	4	3
Agric. Toxicology	-	-	-	21.83	20	5	25.98	23	6
University Arbor	2.39	1	4	2.33	1	4	2.52	1	3

TABLE 23-A

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

	1962			1963			1964		
CAMPUS UNIT	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
Kearney Foundation	4.49	4	1	5.29	3	6	3.87	3	2
Irrigation Service	1.00	1	0	1.00	1	0	1.00	1	0
Farm Division	6.63	6	1	7.00	7	0	9.00	9	0
Farm Division Service	34.88	28	5	34.08	29	10	34.43	32	4
Total College of Agric.	732.65	589	382	776.49	645	395	913.85	716	514
College of Engineering									
Departmental Staff	3.55	3	3	8.33	6	8	12.56	10	9
Other Departmental Groups	-	-	-	-	-	-	.20	0	1
Total College of Engr.	3.55	3	3	8.33	6	8	12.76	10	10
College of Letters & Sci.									
Departmental Staff	93.32	70	82	107.95	79	90	126.67	92	117
Other Departmental Groups	24.28	17	27	31.08	22	35	34.97	20	54
L & S Agencies									
Electron Microscope	.50	0	1	1.50	1	1	2.00	2	0
Institute of Gov. Affairs	2.50	2	1	1.25	1	1	2.10	1	3
Arts & Lectures	1.07	1	2	.60	0	2	1.65	1	5

TABLE 23-A

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1962 FTE	1962 FULL TIME	1962 PART TIME	1963 FTE	1963 FULL TIME	1963 PART TIME	1964 FTE	1964 FULL TIME	1964 PART TIME
Dramatic Arts Production	-	-	-	-	-	-	.65	0	1
Total College of L&S	121.67	90	113	142.38	103	129	168.04	116	180
School of Vet. Medicine									
Departmental Staff	88.80	78	32	110.11	99	32	118.01	110	23
Other Departmental Groups	77.46	54	63	91.84	74	47	94.67	73	57
Total School of Vet. Med.	166.26	132	95	201.95	173	79	212.68	183	80
Service Agencies									
Student Groups									
Graduate Division	3.50	3	1	3.04	3	2	5.64	5	1
Library	64.47	48	46	62.94	44	67	87.81	52	92
Dean of Students	7.57	4	7	8.02	6	4	10.70	8	5
Dean of Students - Foreign	1.63	2	1	2.09	1	2	2.50	2	1
Undergrad. SCHLSF Administration	-	-	-	-	-	-	.25	0	1
Peace Corps	-	-	-	1.00	1	0	-	-	-

TABLE 23-A

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

	1962			1963			1964		
CAMPUS UNIT	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
Counseling Service	3.63	2	3	4.78	3	4	4.90	3	5
Student Activities	-	-	-	1.32	0	2	4.79	0	19
Inter-Col. Athletics	-	-	-	-	-	-	.06	0	1
Computer Center	9.42	6	5	12.37	7	10	10.21	3	13
Educational T.V.	2.00	2	0	2.16	1	7	4.43	4	5
Placement Center	3.39	1	3	4.09	3	2	5.36	4	3
Educational Placement	1.00	1	0	2.43	2	1	2.25	2	1
Student Health	32.66	14	43	41.50	23	40	46.74	28	47
Memorial Union & Commons	46.35	24	62	44.04	25	71	44.60	28	56
Intercampus Exch. Oper.	1.00	1	0	1.12	1	0	1.00	1	0
Summer Session	1.00	1	0	.41	0	1	.50	0	1
UCD Airport	1.35	1	1	1.35	1	1	1.41	1	1
Housing Service	3.00	3	0	3.00	3	0	3.00	3	0
Residence Halls Supervisor	4.00	4	0	5.00	5	0	5.00	5	0
Univ. Halls & Apts.-Food Service & Household	146.15	99	202	141.00	104	159	155.99	113	204

TABLE 23-A
DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

	1962			1963			1964		
CAMPUS UNIT	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
Total Student Groups	332.12	216	374	341.66	233	373	397.14	262	456
Administrative Groups									
Architect & Engineers	2.00	2	0	2.00	2	0	-	-	-
Chancellor	9.00	8	2	13.25	12	4	14.05	11	6
Cashier	8.49	6	8	7.35	5	8	6.60	5	4
Accounting	20.87	20	3	22.00	21	3	28.22	27	4
Inventory	1.75	1	1	2.50	2	1	3.00	3	0
Personnel	7.90	7	2	9.45	8	3	10.00	10	0
Public Affairs	6.49	6	4	5.88	4	2	6.12	4	4
Research Comm.	.50	0	1	.50	0	1	.50	0	1
Purchasing	9.36	9	1	9.72	10	1	9.00	9	0
Registrar	24.60	22	8	24.79	20	13	32.75	30	15
Regr. Transcript Costs	1.00	1	0	1.00	1	0	1.52	1	1
Drafting & Duplicating	13.08	12	3	15.26	13	3	17.58	17	3
Transportation Service	2.00	2	0	2.00	2	0	-	-	-

8

TABLE 23-A

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1962 FTE	1962 FULL TIME	1962 PART TIME	1963 FTE	1963 FULL TIME	1963 PART TIME	1964 FTE	1964 FULL TIME	1964 PART TIME
UC Garage	9.77	7	7	16.04	10	2	10.56	10	3
Mail Service	6.02	5	3	6.07	5	3	7.97	6	4
Receiving	2.00	2	0	2.00	2	0	5.28	5	1
Storehouse	15.00	15	0	15.00	15	0	15.00	15	0
Telephone Exch.	6.47	5	3	12.80	8	8	15.78	10	8
Fire Department	4.62	3	6	6.16	4	11	8.24	6	10
Police Department	15.00	15	0	16.00	16	0	16.50	16	1
Health & Safety	3.34	3	2	3.35	3	2	4.55	4	2
Parking Operations	-	-	-	1.00	1	0	1.00	1	0
Conference Admin.	2.81	1	10	2.97	2	9	3.37	2	13
Budget Committee	3.54	3	1	1.47	1	1	1.45	1	1
Business Services	-	-	-	2.54	2	1	3.34	3	1
Special Services	1.00	1	0	1.00	1	0	1.00	1	0
Gifts & Endowments	1.00	1	0	1.00	1	0	1.00	1	0
Public Ceremonies	1.00	0	2	2.39	2	1	1.00	0	2
Clerical Services Pool	-	-	-	-	-	-	6.63	0	22

TABLE 23-A

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

	1962			1963			1964		
CAMPUS UNIT	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
Central Photo. Service	-	-	-	-	-	-	2.35	2	1
Building Program-Clear.	28.00	28	0	29.00	29	0	31.50	31	1
Buildings & Grounds Administration	12.86	10	3	14.00	14	0	15.95	15	2
Grounds Maintenance	38.48	38	5	41.65	41	3	43.74	43	2
Janitorial Service	66.00	66	0	75.00	75	0	83.18	83	1
Plant Service	99.68	94	9	123.67	116	11	133.70	132	5
Steam Plant	5.00	5	0	6.00	6	0	6.00	6	0
Refuge Disposal	10.00	10	0	10.00	10	0	10.81	10	2
Weed Control	1.00	1	0	1.00	1	0	1.50	1	1
Rodent Control	-	-	-	1.00	1	0	-	-	-
Total Administrative Groups	439.63	409	113	506.81	466	91	560.74	521	121

TABLE 23-A

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1962 FTE	 FULL TIME	 PART TIME	1963 FTE	 FULL TIME	 PART TIME	1964 FTE	 FULL TIME	 PART TIME
Total Agriculture	732.65	589	382	776.49	645	395	913.85	716	514
Total Engineering	3.55	3	3	8.33	6	8	12.76	10	10
Total Letters & Science	121.67	90	113	142.38	103	129	168.04	116	180
Total Veterinary Medicine	166.26	132	95	201.95	173	79	212.68	183	80
Total Student & Administrative Groups	771.75	625	487	848.47	699	464	957.88	783	577
TOTAL CAMPUS	1795.88	1439	1080	1977.62	1626	1075	2265.21	1808	1361

6-22-67

TABLE 23-A

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1962 FTE	1962 FULL TIME	1962 PART TIME	1963 FTE	1963 FULL TIME	1963 PART TIME	1964 FTE	1964 FULL TIME	1964 PART TIME
Total Agriculture	732.65	589	382	776.49	645	395	913.85	716	514
Total Engineering	3.55	3	3	8.33	6	8	12.76	10	10
Total Letters & Science	121.67	90	113	142.38	103	129	168.04	116	180
Total Veterinary Medicine	166.26	132	95	201.95	173	79	212.68	183	80
Total Student & Administrative Groups	771.75	625	487	848.47	699	464	957.88	783	577
TOTAL CAMPUS	1795.88	1439	1080	1977.62	1626	1075	2265.21	1808	1361

TABLE 23-B

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1965 FTE	1965 FULL TIME	1965 PART TIME	1966* FTE	1966* FULL TIME	1966* PART TIME	1967* FTE	1967* FULL TIME	1967* PART TIME	1968 FTE	1968 FULL TIME	1968 PART TIME
College of Agriculture												
Departmental Staff	491.82	433	167	488.00	424	188	472.02	412	183			
Other Departmental Groups	182.82	125	156	210.24	163	124	223.10	149	176			
Agric. Agencies												
Field Stations	93.43	90	7	101.83	96	10	104.18	98	9			
Farm Operations	1.00	1	-	1.45	1	1	1.00	1	-			
Serology Lab	2.80	2	4	3.16	2	3	3.26	2	2			
Advance Registry Tests	.50	-	1	.50	-	1	-	-	-			
International Ag. Inst.	-	-	-	.50	-	1	-	-	-			
Primate Center	44.11	39	15	81.34	76	8	95.35	84	18			
Univ. Ext.- Sacto. Area	-	-	-	6.48	3	12	-	-	-			
Univ. Ext.-Fee & Info.	3.00	3	-	3.00	3	-	22.68	15	31			
Agric. Toxicology	34.45	26	18	40.10	33	16	26.99	25	4			
University Arbor.	2.84	1	6	2.68	1	7	5.00	3	5			
Kearney Foundation	4.67	3	4	4.48	3	4	-	-	-			
Irrigation Service	1.00	1	-	1.00	1	-	1.00	1	-			

TABLE 23-B

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

	1965			1966			1967			1968		
CAMPUS UNIT	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
Agr. Services	10.24	9	2	9.00	9	-	4.52	4	1			
Farm Division Service	31.52	30	4	40.03	34	10	39.33	37	4			
Total College of Agric.	904.20	763	384	993.79	849	384	975.75	816	402			
College of Engineering												
Departmental Staff	10.19	8	6	13.77	12	6	35.07	30	14			
Other Departmental Groups	.50	-	-	10.48	9	5	.72	-	2			
Total College of Engr.	10.69	8	6	24.25	21	11	35.79	30	16			
College of Letters & Sci.												
Departmental Staff	158.82	117	132	177.19	132	150	187.40	128	166			
Other Departmental Groups	47.75	30	62	53.79	38	46	69.80	51	48			
L&S Agencies												
Electron Microscope	2.00	2	-	2.00	2	-	1.87	2	1			
Institute of Gov. Affairs	2.11	1	3	3.72	2	5	3.53	2	8			
Arts & Lectures	1.73	1	5	1.65	-	6	1.65	1	2			

TABLE 23-B

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1965 FTE	1965 FULL TIME	1965 PART TIME	1966 FTE	1966 FULL TIME	1966 PART TIME	1967 FTE	1967 FULL TIME	1967 PART TIME	1968 FTE	1968 FULL TIME	1968 PART TIME
Dramatic Arts Productions	2.00	1	2	2.00	1	2	1.17	1	1			
Total College of L&S	214.41	152	204	240.35	175	209	263.77	184	224			
School of Vet. Medicine												
Departmental Staff	124.45	113	31	131.90	120	34	130.71	122	41			
Other Departmental Groups	108.49	85	63	156.86	134	53	180.15	160	55			
Total School of Vet.Med.	232.94	198	94	288.76	254	87	310.86	282	96			
Medical School	1.50	1	1	11.62	9	5	37.21	33	13			
Law School	2.00	2	-	4.34	4	1	5.00	5	-			
Service Agencies												
Student Groups												
Graduate Division	7.41	6	2	8.80	8	1	10.61	10	1			
Library	108.54	68	110	115.20	72	128	152.01	88	189			
Law Library	2.21	2	1	5.91	4	7	11.16	7	9			
Dean of Students	10.08	8	4	10.60	8	5	10.14	10	2			
Dean of Students-Foreign	3.54	3	1	4.59	4	1	5.87	5	2			
Financial Aids	4.25	3	2	7.05	5	3	12.05	9	5			
Health Sci. Lib.	-	-	-	8.04	4	11	15.07	11	15			
Food Service	-	-	-	21.66	11	30	-	-	-			
Medical Illustration	-	-	-	-	-	-	3.00	2	-			

TABLE 23-B

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

	1965			1966			1967			1968		
CAMPUS UNIT	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
Counseling Service	8.45	6	4	10.68	8	6	9.66	6	8			
Student Activities	3.25	2	2	4.75	2	4	6.14	4	4			
Inter-Col. Athletics	.88	-	3	1.61	1	1	2.12	1	4			
Computer Center	17.13	9	17	17.83	9	18	18.16	11	16			
Educational T.V.	6.06	5	5	7.64	6	8	8.04	6	8			
Placement Center	10.87	9	5	13.25	11	5	11.85	10	5			
Publications	1.00	1	-	1.00	1	-	2.00	1	1			
Student Health	54.63	38	37	73.64	42	84	75.38	45	61			
Memorial Union	47.55	29	62	58.87	42	55	72.45	51	68			
Intercampus Exch. Oper.	1.00	1	-	1.00	1	-	1.00	1	-			
Summer Session	.50	-	1	.50	-	1	.50	-	1			
UCD Airport	2.47	2	1	2.47	2	1	2.45	2	2			
Housing Service	6.50	6	1	6.25	7	-	4.86	5	2			
Residence Halls Supervisor	4.50	4	1	4.68	4	1	-	-	-			
Rec. Program-General	4.99	3	6	6.50	6	7	7.56	3	39			
Rec. Prog.-Intramural	2.83	1	20	2.58	1	12	5.42	1	48			
UCD Bookstore	-	-	-	7.00	7	-	-	-	-			

TABLE 23-B

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

	1965			1966			1967			1968		
CAMPUS UNIT	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
Work-Study Program	-	-	-	-	-	-	2.56	-	8			
Food Service & Household Accounts	152.43	107	179	150.43	109	178	109.86	51	78			
Total Student Groups	461.07	313	464	552.53	375	567	584.52	356	609			
Administrative Groups												
Chancellor	16.10	15	2	25.23	23	5	26.97	25	4			
Cashier	7.18	6	3	7.63	6	6	7.43	6	5			
Accounting	32.73	31	3	37.80	36	4	43.40	42	4			
Inventory	3.00	3	-	3.52	3	1	3.00	3	-			
Personnel	11.00	11	-	17.07	15	6	19.93	17	6			
Public Affairs	3.95	3	1	3.76	3	1	2.77	2	2			
Coord.Coun.High.Educ.	-	-	-	.26	-	1	-	-	-			
Purchasing	10.00	10	-	11.00	11	-	20.47	20	1			
Registrar	34.32	32	13	44.93	38	33	48.49	42	17			
Regr. Transcript Costs	2.67	2	1	2.19	2	-	-	-	-			
Repro-Graphics	21.24	20	2	24.34	23	2	22.68	22	2			

TABLE 23-B

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1965 FTE	1965 FULL TIME	1965 PART TIME	1966 FTE	1966 FULL TIME	1966 PART TIME	1967 FTE	1967 FULL TIME	1967 PART TIME	1968 FTE	1968 FULL TIME	1968 PART TIME
UC Garage	14.84	12	6	15.79	13	6	16.11	14	4			
Mail Service	7.92	7	3	8.55	7	3	8.68	8	2			
Receiving	6.00	6	-	7.00	7	-	8.00	8	-			
Storehouse	27.70	22	14	25.45	22	7	17.66	17	3			
Telephone Exch.	15.94	13	4	10.60	9	2	9.30	9	-			
Fire Department	8.86	6	12	11.23	9	12	13.51	9	12			
Police Department	18.00	18	-	17.50	17	-	19.50	18	2			
Health & Safety	5.57	5	2	5.73	5	3	8.80	8	3			
Parking Operations	2.67	2	1	2.79	2	1	5.00	5	-			
Conference Admin.	2.79	2	6	4.32	4	10	3.74	3	12			
Budget Committee	1.00	1	-	1.50	1	-	.01	-	1			
Business Services	3.50	3	1	4.21	4	1	3.90	3	1			
Library Copying Services	-	-	-	2.64	1	4	2.00	2	1			
Gifts & Endowments	2.00	2	-	2.31	2	1	3.18	3	2			
Public Ceremonies	1.00	-	2	1.26	1	1	1.61	2	4			
Clerical Services Pool	3.54	1	27	5.86	1	15	8.75	2	26			
Univ. Ext.-Peace Corps				1.70	-	7	.46	-	5			

TABLE 23-B

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

CAMPUS UNIT	1961			1965			1967			1968		
	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
Central Photo. Service	2.41	2	1	2.08	2	1	-	-	-			
Building Program-Clear.	41.03	40	3	39.26	39	1	41.97	40	4			
Buildings & Grounds Administration	17.29	17	1	22.00	22	-	22.49	22	2			
Building Maintenance	-	-	-	13.00	13	-						
Grounds Maintenance	47.99	47	3	48.88	49	2	49.68	49	2			
Janitorial Service	86.00	86	-	107.39	100	10	117.13	111	10			
Plant Service	136.77	134	4	134.76	129	8	134.76	126	6			
Steam Plant	10.00	10	-	12.00	12	-	16.56	16	1			
Refuse Disposal	13.00	13	-	15.00	15	-	16.00	16	-			
Curriculum Revision	.67	-	2	-	-	-	-	-	-			
No Title	2.25	2	1	3.25	2	3	5.40	4	2			
Research Committee Grants	-	-	-	-	-	-	37.61	21	59			
Contracts & Grants	4.00	4	-	3.66	3	1	2.55	2	1			
Academic Senate Secretariat	1.00	1	-	2.50	2	2	2.88	2	3			
Microscope Pool Operations	1.00	1	-	1.00	1	-	1.00	1	-			
Utilities				2.00	2	-	2.34	2	1			

TABLE 23-B

DAVIS CAMPUS

NON ACADEMIC TITLE PERSONNEL

	1965			1966			1967			1968		
CAMPUS UNIT	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME	FTE	FULL TIME	PART TIME
Total Administrative Groups	658.79	590	118	712.95	656	160	787.82	714	206			
Total Agriculture	904.20	763	384	993.79	849	384	975.75	816	402			
Total Engineering	10.69	8	6	24.25	21	11	35.79	30	16			
Total Law School	-	-	-	-	-	-	5.00	5	-			
Total Letters & Science	214.41	152	204	240.35	175	209	263.79	184	224			
Total Medical School	-	-	-	-	-	-	37.21	33	13			
Total Veterinary Medicine	232.94	198	94	288.76	254	87	310.86	282	96			
Total Student & Administration Grps	1119.86	903	582	1265.48	1031	727	1372.34	1070	815			
TOTAL CAMPUS	2482.10	2024	1270	2812.63	2330	1418	3000.74	2420	1566			

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